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ABSTRACT

Data from an annual study conducted in 1989-90 on the extent and nature of the dropout problem in New Mexico public schools is presented in this document. Data is reported in these categories: annual dropout rate by grade, gender, and ethnicity for grades 9-12 and 7-8; dropout rate by ethnicity and grade; dropout rate by ethnicity and gender; dropout rate by reasons; dropout rate by reasons and gender; and dropout rate by reasons and ethnicity. Topics of discussion include the impact of demographic factors; New Mexico's participation in the National Center for Education Statistics' dropout field study; and issues concerning dropout prevention. The summary notes that results of the 1989-90 dropout study present an encouraging trend in maintaining enrollment in school. Conclusions listed in the summary include: (1) the rate of dropout decreased slightly and stopped a 4-year rising trend; (2) dropout rate by grade remained highest at the 10th-grade level; (3) more males dropped out of school than females; (4) Native American students dropped out of school at higher rates than other groups of students; and (5) at the middle/junior high school level the rising incidence of Black student dropout is becoming an area of concern. Tables and figures illustrate the data. General directions for the dropout study and the dropout study form are included. (ABL)

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NEW MEXICO DROPOUT STUDY

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SCHOOL YEAR 1989-1990

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NEW MEXICO DROPOUT STUDY

1989-1990 SCHOOL YEAR

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EXECUTIVE SUMMARY

The New Mexico Dropout Study has been published by the State Department of Education since 1977. The publication historically has provided the school districts, other agencies, the community, and the members of the legislature with information concerning secondary students who have left school before completing the course of study required for graduation.

For the first time, in 1989-90, dropout data were collected from the school districts by a computer diskette program. The survey format was exactly the same as past paper and pencil protocols. The categories for reporting information were the same: **grade, gender, ethnic group, reason for dropout.**

The reporting of the data is more extensive in this volume than previous editions because sufficient data have been collected to make comparisons and judgments about dropouts from seventh and eighth grade levels.

Results of the 1989-90 dropout study present an encouraging trend in maintaining enrollment in school.

The rate of dropout decreased slightly and stopped a four-year rising pattern (1985-86, 7.4%; 1986-87, 8.0%; 1987-88, 8.3%; 1988-89, 10.4%; 1989-90, 9.9%).

Dropout rate by grade remained highest at tenth grade level. A significant decline in dropout rate occurred at the ninth grade level (10.5 - 9.1).

As in the past reports of dropout, more males dropped out of school than females.

Dropout rate by ethnicity remained the same as for previous years. Using overall averages, Native American students dropped out of school at higher rates than other groups of students.

The highest actual rate of dropout for 1989-90 was from Hispanic students at the tenth grade level.

At the middle/junior high school, the rising incidence of Black student dropout is becoming an area of concern and significance.

Reasons given by students for leaving school were: lack of interest, 20.1%; GED, 6.1%; and employment, 3.3%.

Reasons given by school districts for student dropout were: transfer with no transcript request, 25.4%; failure to re-enroll, 8.9%; and reasons unknown, 11.7%.

Statistical investigations of dropout data reveal lack of correlation between size and location of school district and dropout rate, mobility rate and dropout rate, and student enrollment in higher education and dropout rate.

School districts are providing an increasing number and variety of programs to assist at-risk students and to reduce dropout.

INTRODUCTION

Annually, the Assessment, Evaluation, and Information Services Unit of the New Mexico State Department of Education conducts a statewide school dropout study. The purpose of the study is to gather and publish information bearing on the extent and nature of the dropout problem in New Mexico public schools. Data on the grade, sex, ethnicity, and reason for dropping out are collected for students who prematurely discontinue their formal education. This information is provided to assist state and local decision makers in the development and implementation of corrective intervention to school dropout.

This issue of the Dropout Study provides detailed information covering the 1989-1990 school year. Survey instruments in the form of computer programmed diskettes were distributed to each school district. Schools that had students enrolled in grade seven or higher provided dropout information for district compilation. At the end of the school year, local administrators reported the data for their respective schools.

The information presented in this report also includes data from prior years' surveys which are intended to show trends over a period of time. This year's data include information for 88 New Mexico public school districts and from 100% of the 248 schools surveyed. A listing of the school districts and schools included in this report, along with their reported number of dropouts, 180-day membership, and dropout rates, can be found in APPENDIX I. Statewide summary data by ethnicity, gender, and grade can be found in various graphs and tables within the report.

Presently, the New Mexico State Department of Education does not conduct longitudinal studies on student dropout. A COHORT study revealing dropout rates over an extended period of time is not determined for the state. The U. S. Department of Education collects data from all the states on school completion and dropout each year. Using the data submitted over a period of time, the federal government estimates a high school completion rate for each state and lists these figures in its publications and reports. The 1988 completion rate for New Mexico was 71.9% and the national average was 71.2%. The dropout rate for the state could be estimated as an inverse of the completion rate.

Information gathered by the survey from the schools is self-reported data. The accuracy of record-keeping and reporting practices contains inherent limitations. Readers and users of this report are cautioned about these conditions.

The New Mexico State Department of Education
VISION STATEMENT

"The New Mexico State Department of Education believes the education of all students must become the mission of all New Mexicans. We believe education must challenge all students to reach their potential."

DEFINITION OF A DROPOUT

A DROPOUT IS AN INDIVIDUAL WHO HAS NOT GRADUATED FROM HIGH SCHOOL AND WHO LEAVES OR IS DISENROLLED FOR ANY REASON EXCEPT TRANSFERRING TO ANOTHER SCHOOL OR DEATH.

TYPES OF DROPOUT RATES /

The National Center for Education Statistics, United States Department of Education, has defined three types of dropout rates. They are described as event rates, status rates, and cohort rates.

EVENT RATES Measure the proportion of students who drop out in a single year without completing high school.

Event rates are important because they reveal how many students are leaving high school each year and how each year's rates compare with previous ones. The rate determined by the New Mexico Dropout Study is an example of an event rate.

STATUS RATES Measure the proportion of the population who have not completed high school and are not enrolled at one point in time, regardless of when they dropped out.

Status rates are important because they reveal the extent of the dropout problem in the population. These rates are higher than event dropout rates because they represent the cumulative impact of the annual dropout rates over a number of years.

COHORT RATES Measure what happens to a single group (or cohort) of students over a period of time.

1989-1990 SCHOOL YEAR DROPOUT RATE

GRADES 9 - 12

During the 1989-1990 school year, 7,914 ninth through twelfth grade students dropped out of New Mexico public high schools. There were 72,096 students enrolled in grades nine through twelve according to the 180th day of school membership count (last school day). The dropout rate was determined by dividing the number of dropouts (7,914) by the sum of 180th day membership (72,096) plus the number of dropouts (7,914).

7,914 - 80,010 = 9.89 or 9.9%

This information and the dropout rates for the past ten years are reported in FIGURE 1.

GRADES 7 - 8

The number of seventh and eighth grade students who dropped out of school during 1989-1990 was 1,625. The number of students enrolled by the 180th day of school membership was 43,315. The formula for determining the rate was as follows:

1,625 - 44,940 = 3.62 or 3.6%

Dropout rates for students in the seventh and eighth grades were collected for the first time in 1987-1988. FIGURE 2 reports dropout information for the year 1987 to 1990.

GRADES 7 - 12

Dropout rate for secondary students, grades seven through twelve, is included because of the general interest within the state.

9,539 - 124,950 = 7.63 or 7.6%

These figures can be used with others included in the report for comparison purposes.

Figure 1

ANNUAL DROPOUT RATE

Grades 9–12

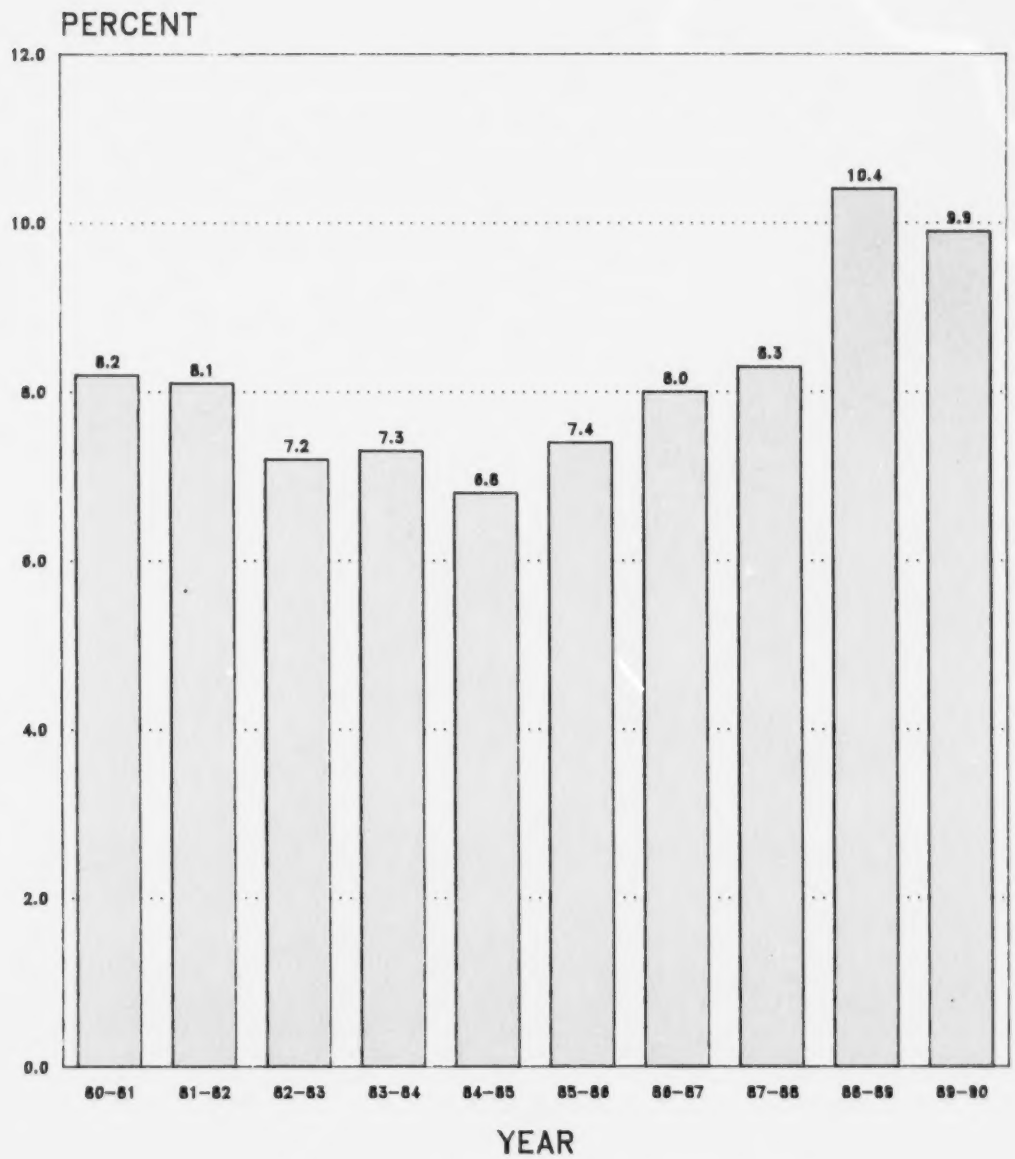

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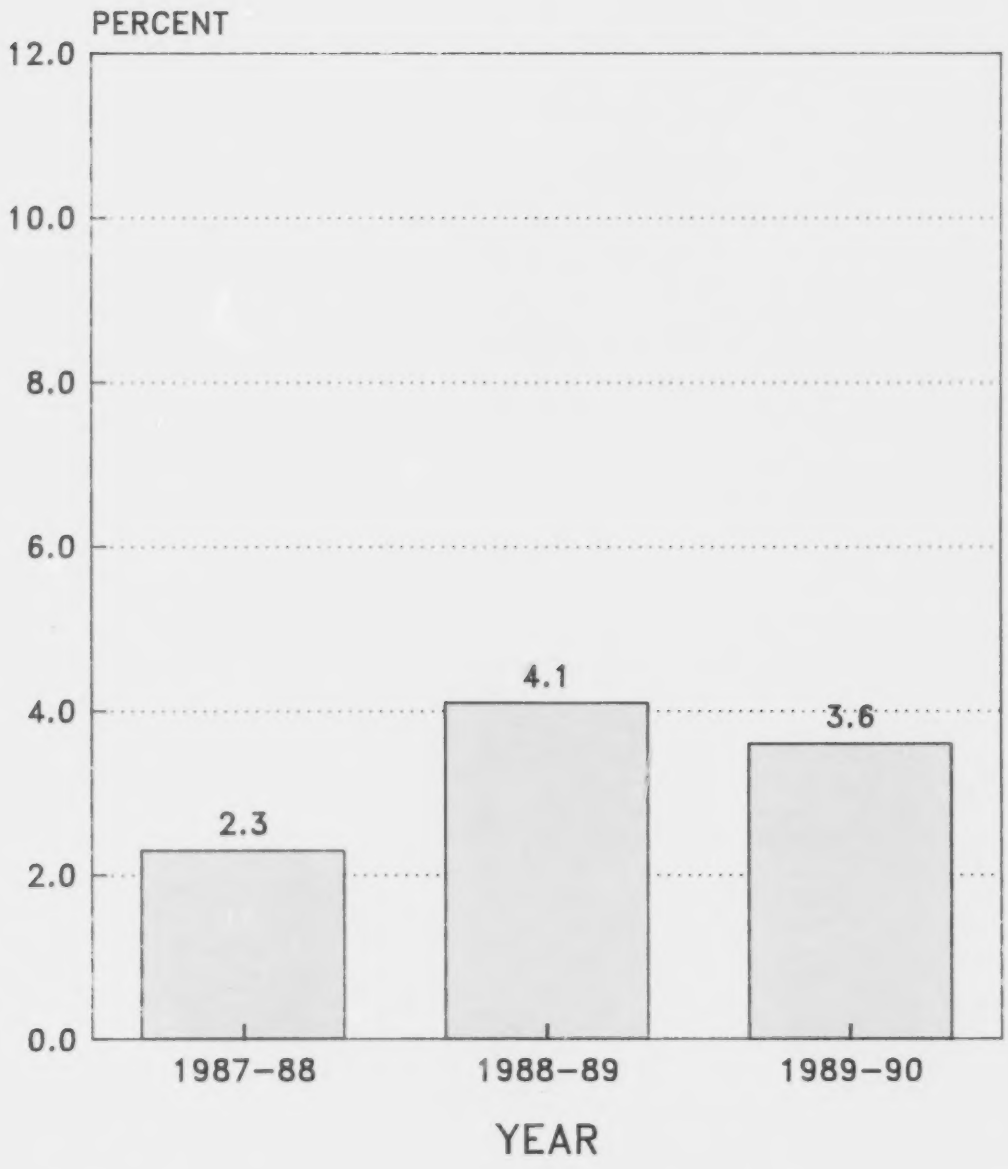
Figure 2

ANNUAL DROPOUT RATE

Grades 7–8



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ANNUAL DROPOUT RATE BY GRADE

1989-1990

TABLE I: DROPOUT DATA
Grades 9 - 12

GRADE	NUMBER OF DROPOUTS	180 DAY MEMBERSHIP	DROPOUT RATE
9	2,120	21,185	9.10%
10	2,446	18,913	11.45%
11	2,012	16,506	10.87%
12	1,336	15,492	7.94%

DISCUSSION

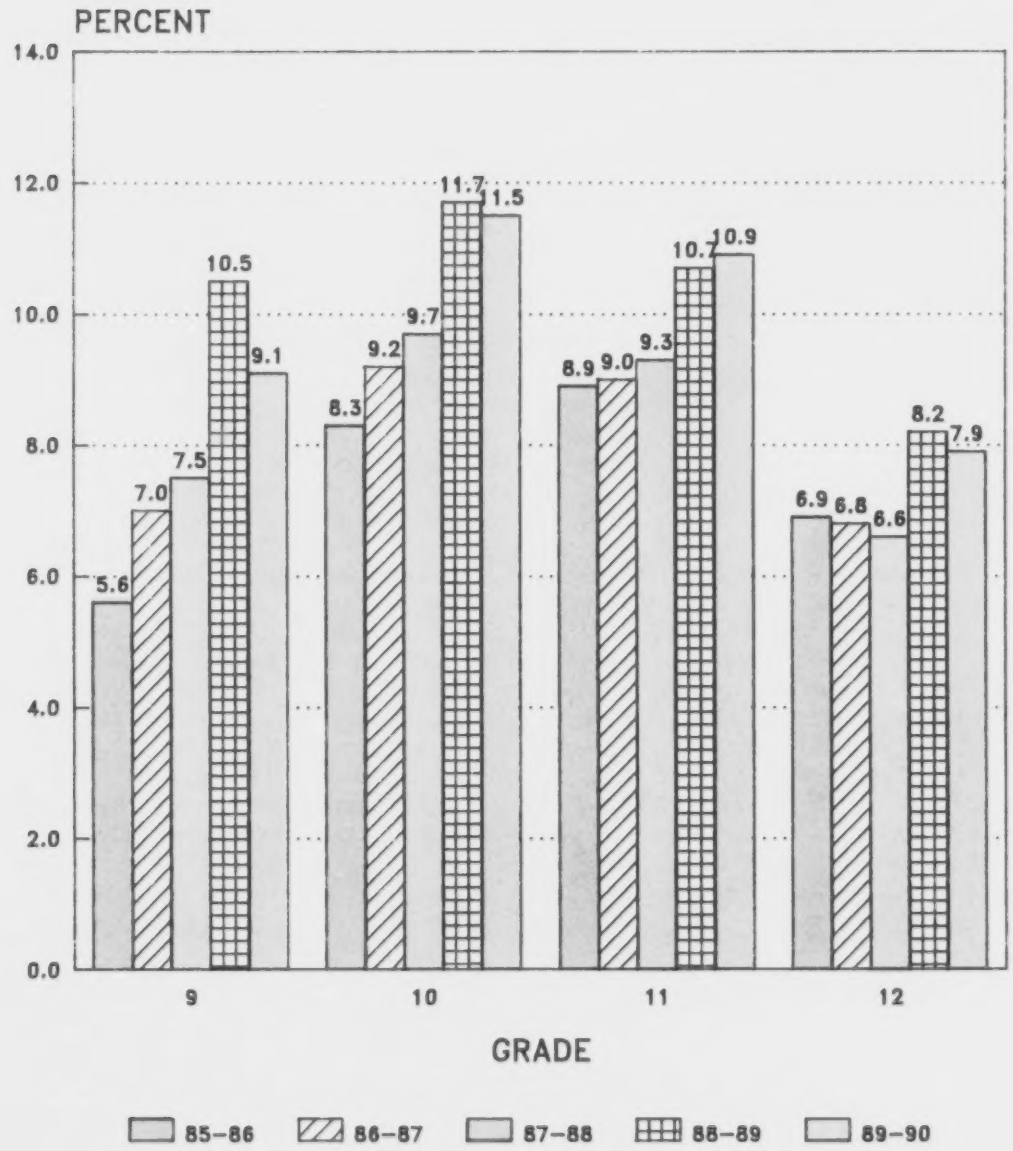
For many years, dropout data have been collected annually for all New Mexico public school students in grades nine through twelve. Comparisons have been made with the information from the previous four years to determine trends or shifts in distribution of school leaving. Consistently, the highest dropout rate has existed at the tenth grade level when all grades are considered. This observation is true for the school year 1989-1990. Please see FIGURE 3.

Comparisons for the past two years (1988-1989 and 1989-1990) reveal some interesting shifts at other grade levels. The percentages are very similar for the eleventh grade with a slight increase for 1989-1990. The twelfth grade percentages for the same year show a small decrease. A significant drop has occurred at the ninth grade level. See FIGURE 3. The overall secondary school dropout rate has decreased and it appears to have focused at the ninth grade level. Speculation on this phenomenon could be addressed through follow-up procedures with those school districts experiencing a decrease in dropout at this level. Special programs aimed at dropout prevention at middle/junior high levels may be having some effects.

Figure 3

ANNUAL DROPOUT RATE BY GRADE

Grades 9–12



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ANNUAL DROPOUT RATE BY GRADE

1989-1990

TABLE II: DROPOUT DATA
Grades 7 and 8

GRADE	NUMBER OF DROPOUTS	180 DAY MEMBERSHIP	DROPOUT RATE
7	718	22,311	3.12%
8	907	21,004	4.14%

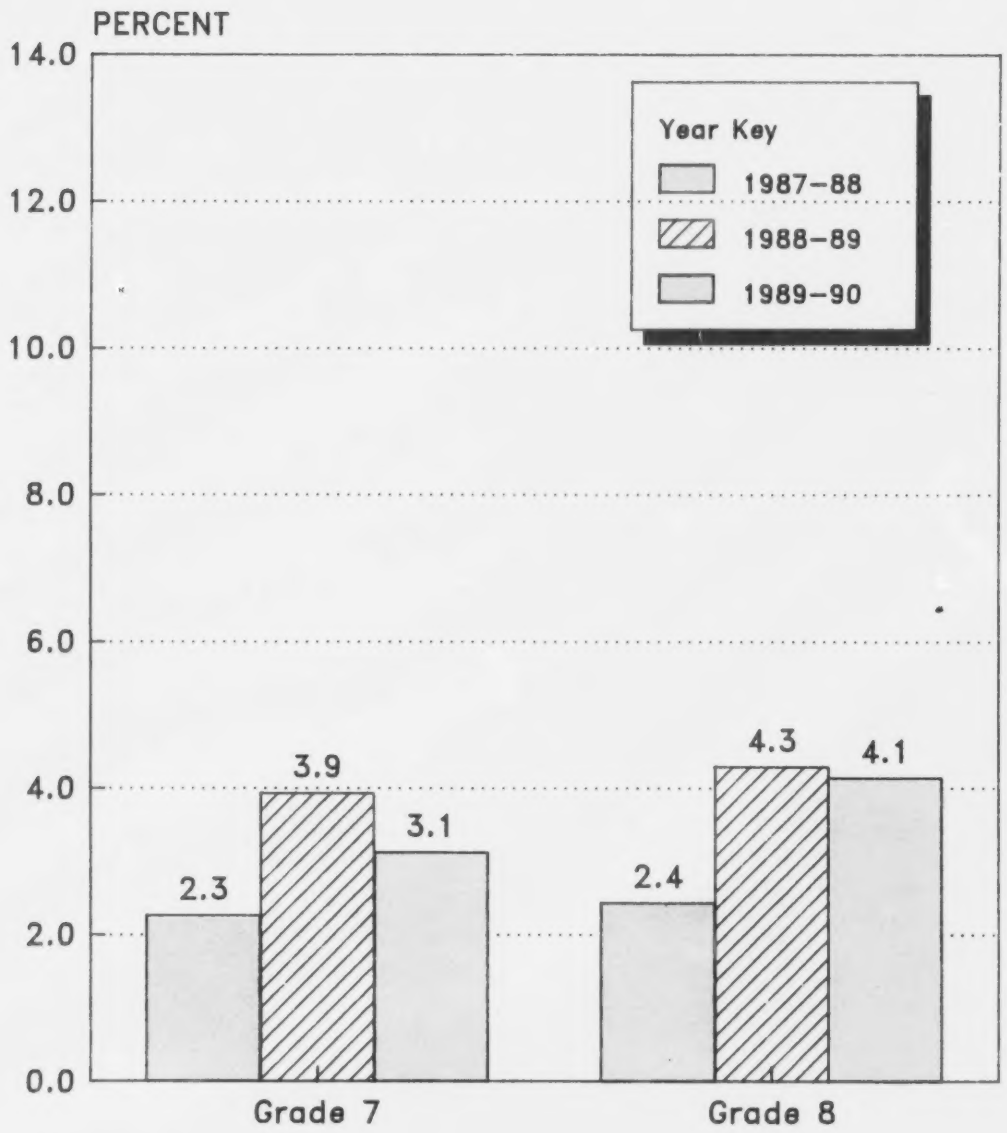
DISCUSSION

With accumulation of data for the past three years, it has now become possible to make comparative studies of dropout for the seventh and eighth grades. The percentages shown in FIGURE 4 for seventh grade represent a series of contrasts with no clear direction or trend of dropout. The rate has decreased overall but remains quite high for that grade level. Eighth grade percentages for the past two years tend to be consistent and may provide a level of credibility for school dropout at that level (FIGURE 4). The rate of 4.1% for this grade may not be accurate. Many students move from middle school to high school after the eighth grade. If student records are not kept and compared between the schools, dropouts can occur without either school being aware of the status. This is particularly true with students who have left school in the spring and have never requested a transfer to another school. These students are usually not counted as dropouts from the middle school and are considered "no-shows" at the high school. They may or may not be counted as dropouts by the high school. They are legitimate dropouts at the middle school and should be counted at the eighth grade level. A more accurate accounting of students will take place when schools cooperate with each other in tracking enrollments from level to level.

Figure 4

ANNUAL DROPOUT RATE BY GRADE

Grades 7–8



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ANNUAL DROPOUT RATE BY GENDER

1989-1990

TABLE III: DROPOUT DATA BY GENDER
Grades 9 - 12

GENDER	NUMBER OF DROPOUTS	180 DAY MEMBERSHIP	DROPOUT RATE
Female	3,677	35,189	9.46%
Male	4,237	36,907	10.30%
Total	7,914	72,096	9.89%

DISCUSSION

The 1989-1990 dropout rates for high school females and males are presented in TABLE III and FIGURE 5. Current rates are consistent with those for the past eight years. Males drop out of school in larger numbers than females. The actual rates of dropout may fluctuate from year to year, but more males leave school than females in a given period of time.

TABLE IV: DROPOUT DATA BY GENDER AND GRADE
Grades 9 - 12

GENDER	GRADE	NUMBER OF DROPOUTS	180 DAY MEMBERSHIP	DROPOUT RATE
Female	9	1,034	10,285	9.14%
Male	9	1,086	10,900	9.06%
Female	10	1,109	9,149	10.81%
Male	10	1,337	9,764	12.04%
Female	11	939	8,079	10.41%
Male	11	1,073	8,427	11.29%
Female	12	595	7,676	7.19%
Male	12	741	7,816	8.66%

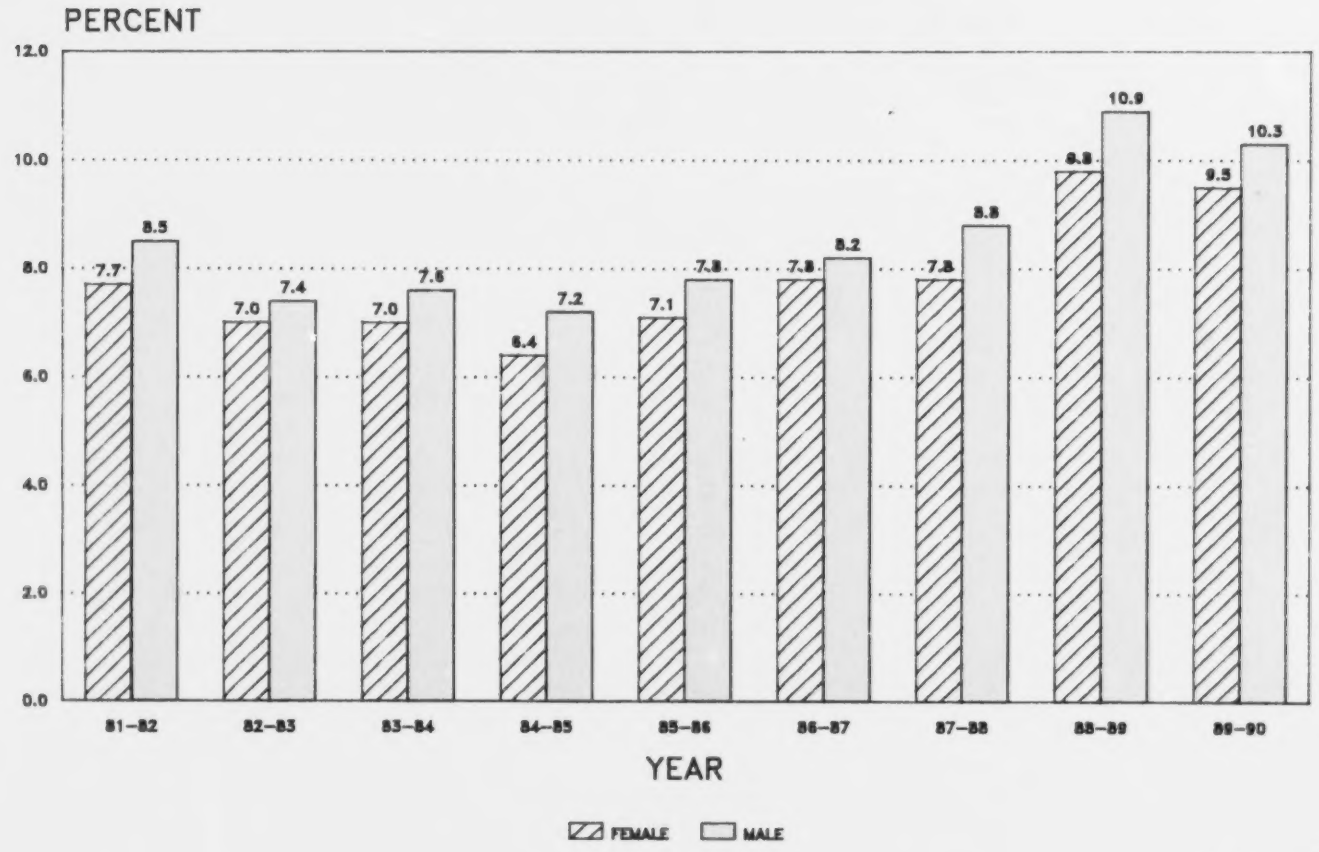
DISCUSSION

Dropout data listed by gender and grade are found in TABLE IV. By separating information into these categories, it is obvious that males constitute the higher percentage of dropouts with the exception of ninth grade. At this level the percent of females leaving school is slightly higher than males.

Figure 5

ANNUAL DROPOUT RATE BY GENDER

Grades 9–12



ANNUAL DROPOUT RATE BY GENDER

1989-1990

TABLE V: DROPOUT DATA BY GENDER
Grades 7 and 8

GENDER	NUMBER OF DROPOUTS	180 DAY MEMBERSHIP	DROPOUT RATE
Female	789	21,072	3.61%
Male	836	22,243	3.62%
Total	1,625	43,315	3.62%

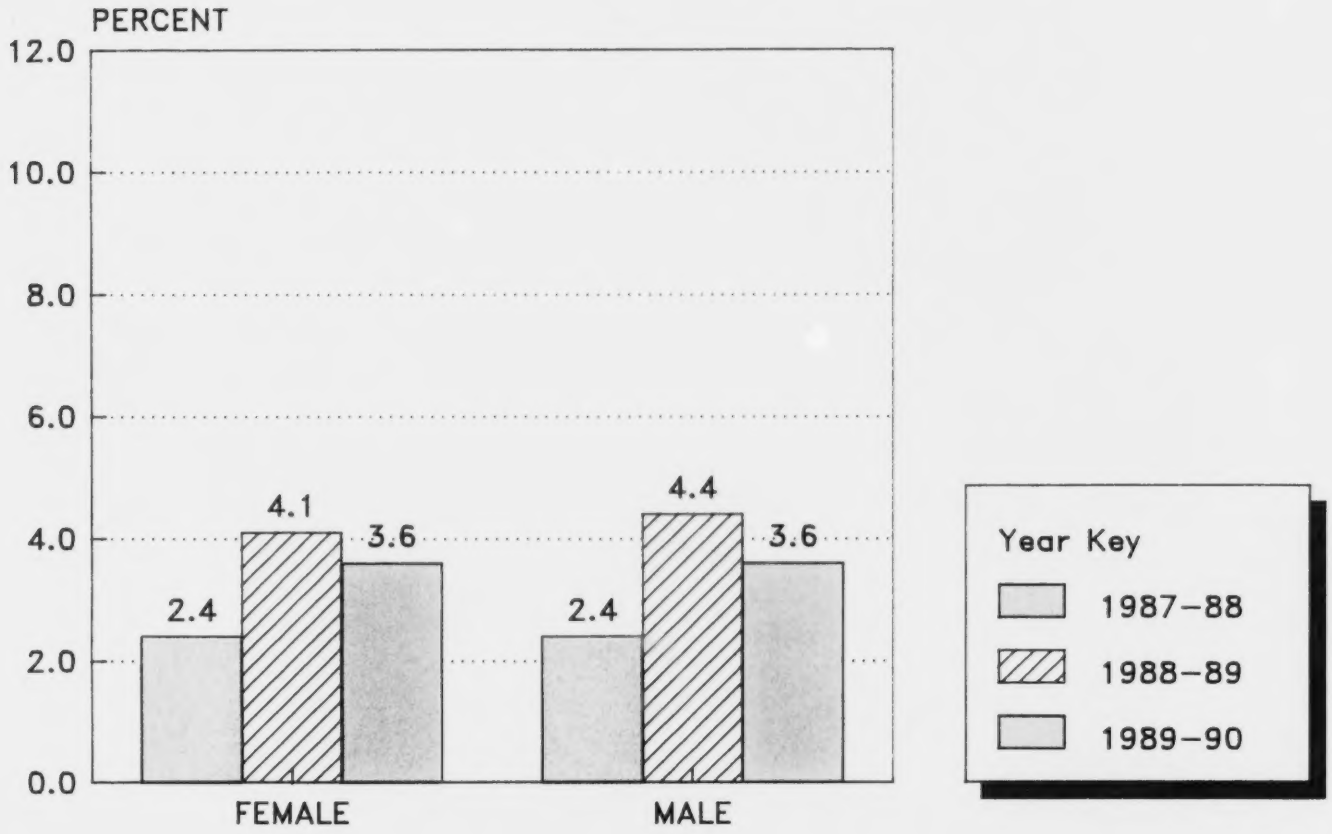
DISCUSSION

The 1989-1990 dropout rates for seventh and eighth grade students by gender are shown in TABLE V and in FIGURE 6. Unlike the rates of high school students, middle school/junior high females and males drop out in equal numbers. For the three years data have been collected, the annual rates for females and males are remarkably similar. Fluctuations in actual dropout rate have occurred, but the proportion of females to males has remained reasonably constant.

Figure 6

ANNUAL DROPOUT RATE BY GENDER

Grades 7–8



ANNUAL DROPOUT RATE BY ETHNICITY

1989-1990

TABLE VI: DROPOUT DATA BY ETHNICITY
Grades 9 - 12

ETHNICITY	NUMBER OF DROPOUTS	180 DAY MEMBERSHIP	DROPOUT RATE
Asian	50	771	6.09%
Anglo	2,664	31,228	7.86%
Black	191	1,577	10.80%
Hispanic	3,967	31,021	11.34%
Native American	1,042	7,499	12.20%

DISCUSSION

One of the objectives of the dropout study is to collect and report sufficient data to meet the needs of a variety of audiences. Dropout rate by ethnic category is of great interest to many groups and organizations as well as school districts. To collect appropriate information, schools must assign each dropout to a specific ethnic category. The basis for choice or definition of ethnic group provided to local school officials can be found in APPENDIX III.

Dropout rate by ethnicity for the school year 1989-1990 for grades nine through twelve is shown in TABLE VI and FIGURE 7. The highest dropout rate occurred with the Native American students. This status has held consistently for the past four years. There was a slight decrease in rate from 1988-1989 to 1989-1990; however, Native American students still dropped out of school at higher rates than other groups of students.

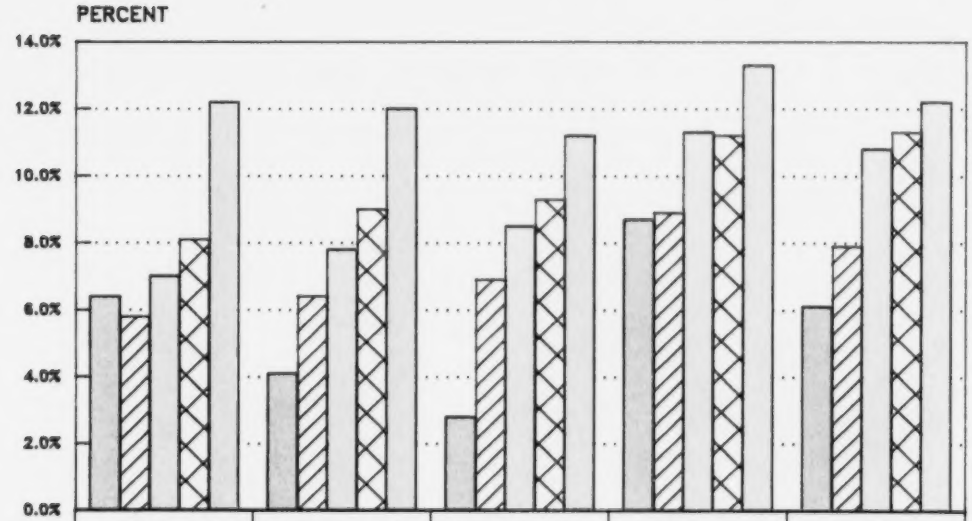
As shown in FIGURE 7, Asian students experienced the lowest dropout rate in secondary school and the other ethnic groups reflected increasingly higher rates. This pattern has been repeated for the past four years with very few exceptions. The data supports the notion of a consistent pattern of ethnic dropout in grades nine through twelve.

Additional information concerning dropout by membership within ethnic groups can be found in APPENDIX II.

Figure 7

ANNUAL DROPOUT RATE BY ETHNICITY

Grades 9–12



	1985–86	1986–87	1987–88	1988–89	1989–90
ASIAN	6.4%	4.1%	2.8%	8.7%	6.1%
ANGLO	5.8%	6.4%	6.9%	8.9%	7.9%
BLACK	7.0%	7.8%	8.5%	11.3%	10.8%
HISPANIC	8.1%	9.0%	9.3%	11.2%	11.3%
NATIVE AMERICAN	12.2%	12.0%	11.2%	13.3%	12.2%

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ANNUAL DROPOUT RATE BY ETHNICITY

1989-1990

TABLE VII: DROPOUT DATA BY ETHNICITY
Grades 7 - 8

ETHNICITY	NUMBER OF DROPOUTS	180 DAY MEMBERSHIP	DROPOUT RATE
Asian	11	450	2.39%
Anglo	609	18,141	3.25%
Black	58	988	5.54%
Hispanic	665	19,460	3.30%
Native American	282	4,276	6.19%

DISCUSSION

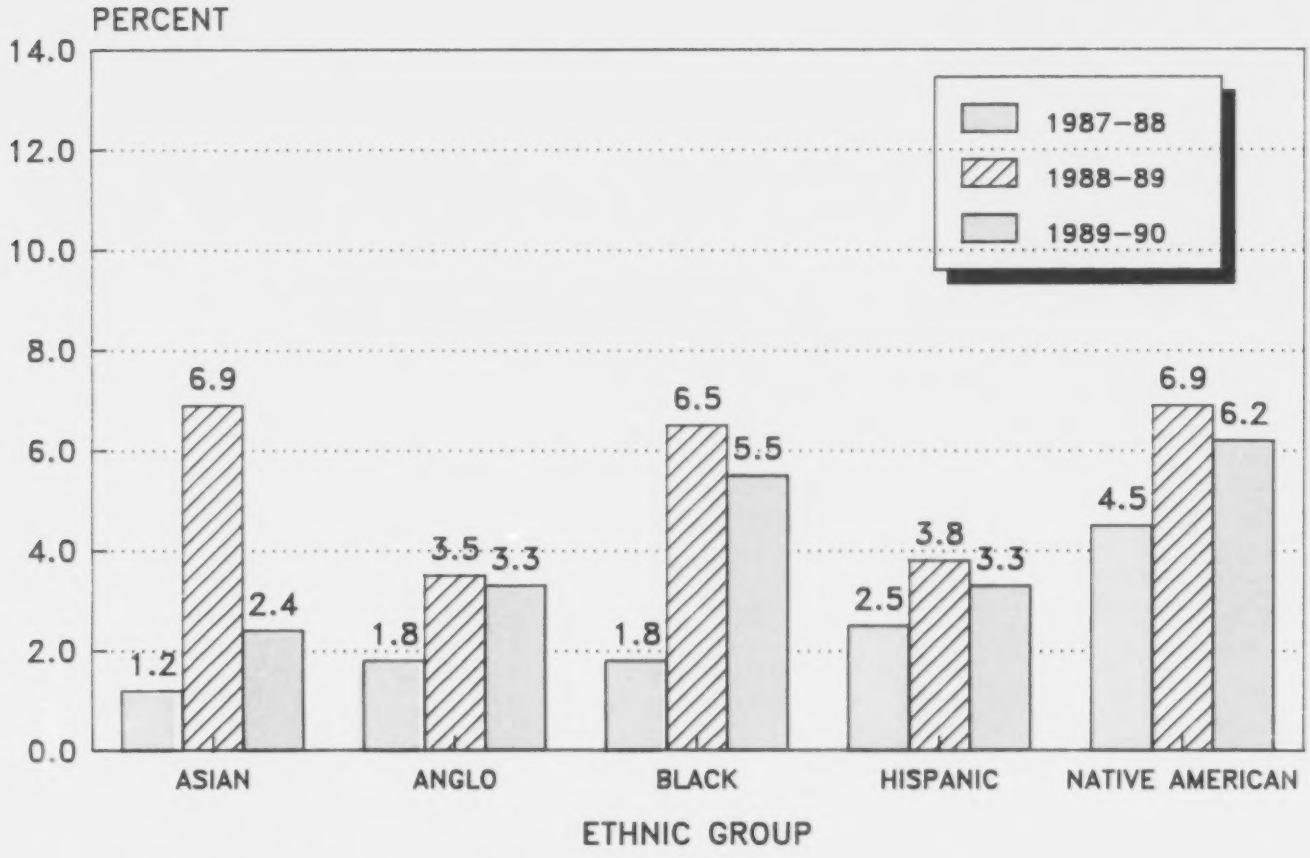
Dropout rates for middle/junior high school students vary considerably from those of secondary students. They are generally lower and the distribution of dropout data among the ethnic groups falls into different patterns. Reviewing data collected for the 1989-1990 year, the group with the highest dropout rate was the Native American students. See TABLE VII and FIGURE 8. This high rate is reflective of the secondary schools. Black students show a higher rate of dropout than at the high school level. Anglo and Hispanic groups reveal very similar percentages of dropout in contrast to those of secondary students. Rates for Asian students at this level were the lowest just as they were for the older students. The focus for intervention programs for school dropout at the middle/junior high school might be with Black and Native American students.

Looking at a three-year data collection for seventh and eighth grade students, the percentage rates for dropout show considerable fluctuation. It is most difficult to establish a trend with the limited data available. Another year of information will provide needed consistency.

Figure 8

ANNUAL DROPOUT RATE BY ETHNICITY

Grades 7–8



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DROPOUT RATE BY ETHNICITY AND GRADE

1989-1990

TABLE VIII: DROPOUT DATA BY ETHNICITY AND GRADE
Grades 9 - 12

9TH GRADE		10TH GRADE	
Asian	7.39%	Asian	7.07%
Anglo	6.66%	Anglo	9.04%
Black	7.77%	Black	13.39%
Hispanic	10.30%	Hispanic	13.51%
Native American	12.96%	Native American	12.10%

11TH GRADE		12TH GRADE	
Asian	5.50%	Asian	4.23%
Anglo	8.88%	Anglo	6.85%
Black	13.16%	Black	8.96%
Hispanic	12.46%	Hispanic	8.68%
Native American	13.06%	Native American	10.14%

DISCUSSION

Comparisons of student dropout rate by ethnicity and grade provide insight into the variances of school leaving from grade to grade within ethnic groups, among groups at grade level, and between groups from level to level. See TABLE VIII and FIGURE 9.

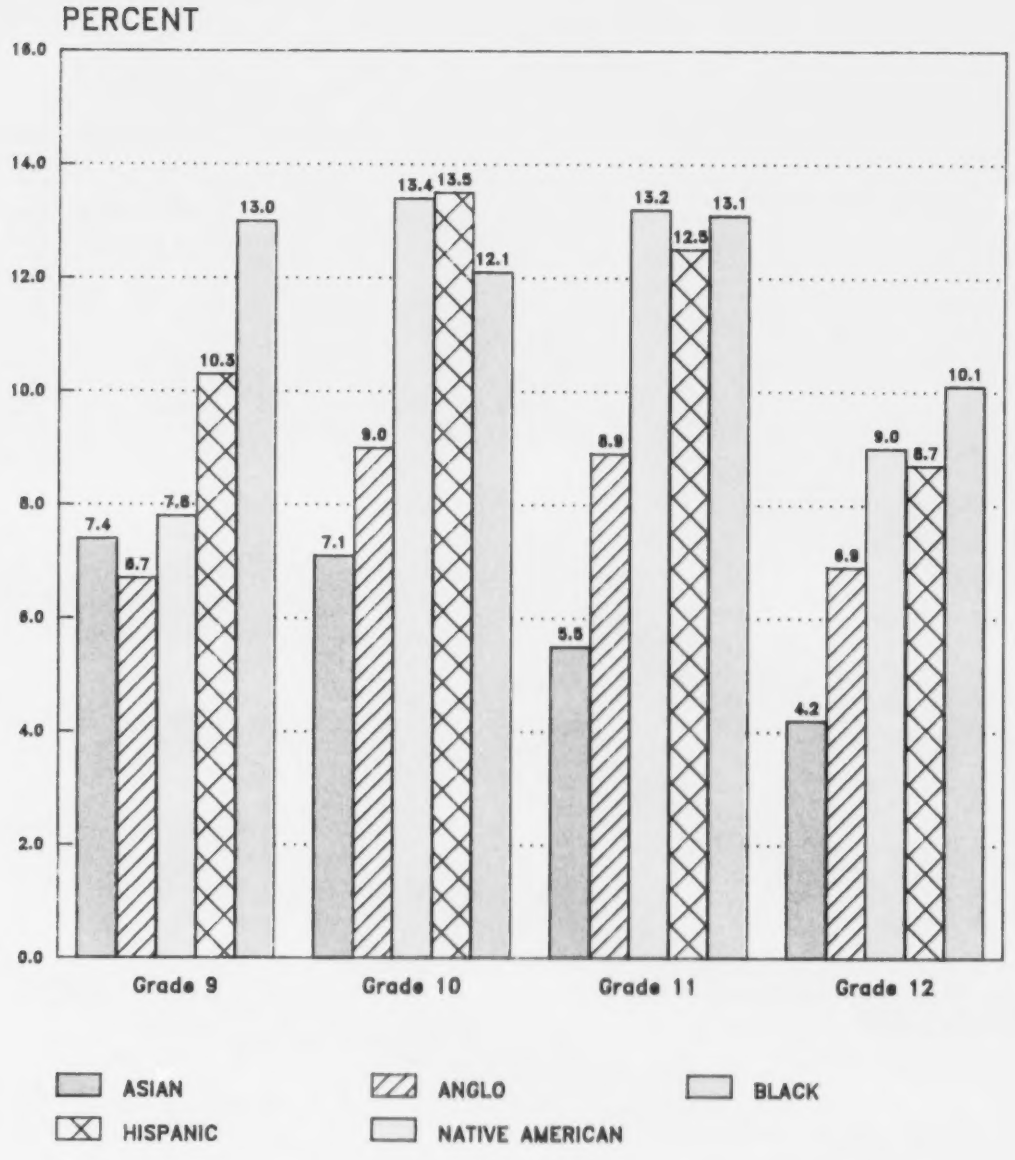
In all grades, the majority of dropouts have occurred within the Black, Hispanic and Native American student groups. At grades nine and twelve, Native Americans have dropped out in larger numbers. At grade ten, more Hispanics dropped out of school, and at grade eleven more Black students left school. Overall averages place Native Americans with the highest dropout rates for secondary school. Yet, the highest actual rate was for Hispanics at the tenth grade level.

The Asian students' dropout pattern reveals a decline in rate from ninth to twelfth grade. No other group reflects a significant pattern of dropout across the levels. This group generally has the lowest dropout rate at all levels.

Figure 9

DROPOUT RATE BY ETHNICITY AND GRADE

Grades 9–12



NM State Department of Education

DROPOUT RATE BY ETHNICITY AND GENDER

1989-1990

TABLE IX: DROPOUT DATA BY ETHNICITY AND GENDER
Grades 9 - 12

GENDER	ETHNICITY	NUMBER OF DROPOUTS	180 DAY MEMBERSHIP	DROPOUT RATE
Female	Asian	21	392	5.08%
Male	Asian	29	379	7.11%
Female	Anglo	1,269	15,134	7.74%
Male	Anglo	1,393	16,078	7.97%
Female	Black	81	760	9.63%
Male	Black	110	815	11.89%
Female	Hispanic	1,772	14,816	11.79%
Male	Hispanic	2,103	15,727	10.68%
Female	Native American	495	3,826	11.46%
Male	Native American	547	3,672	12.97%

DISCUSSION

Dropout rates differentiated by ethnicity and gender reveal the variances within cultural groups and provide comparisons among the groups. In TABLE IX and FIGURE 10, it is obvious that male dropouts outnumber female dropouts in all ethnic groups. Black, Hispanic, and Native American students show the highest dropout rates for both males and females.

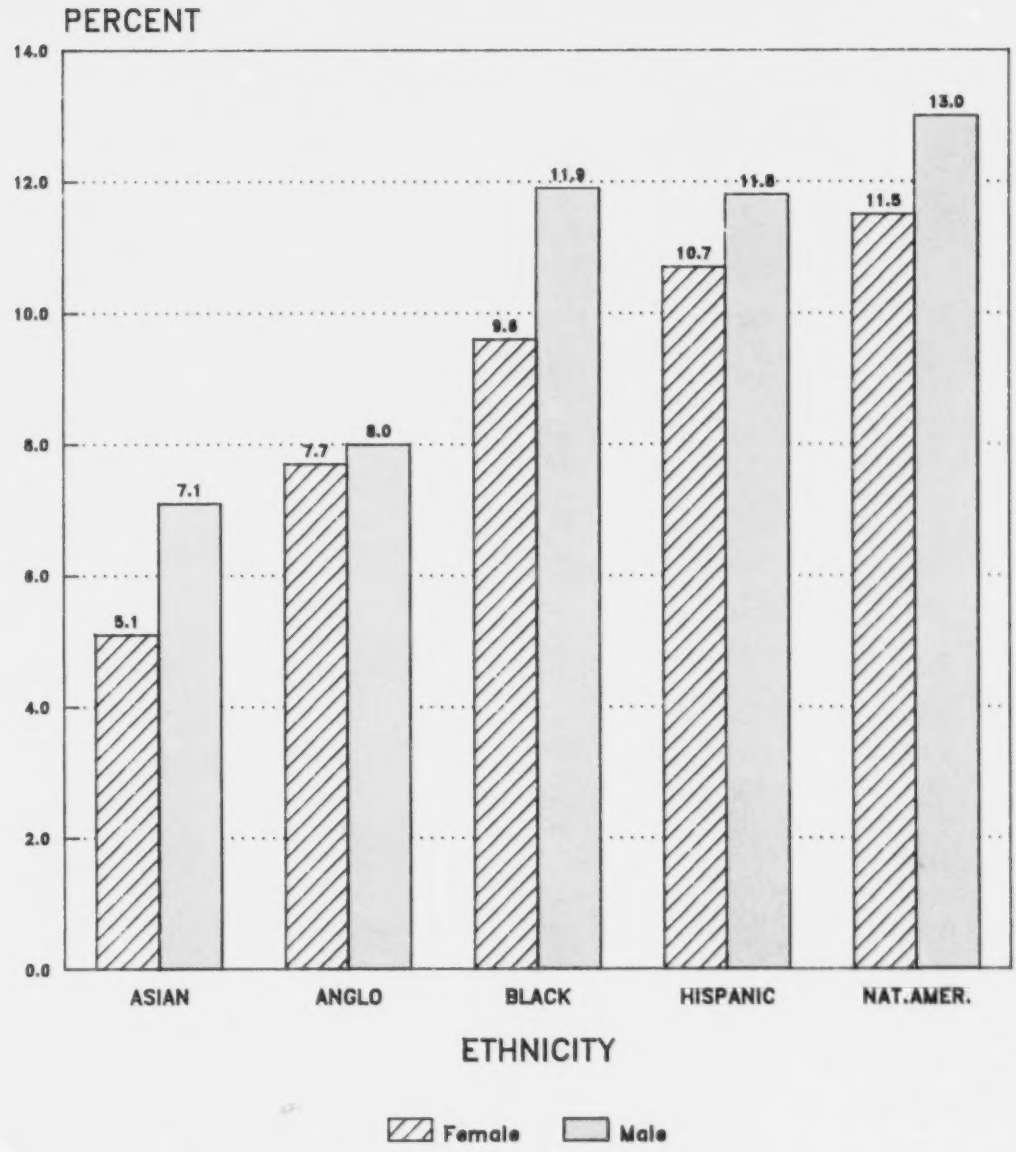
The data show considerable variance in dropout rates between Asian females and males and between Black females and males. The rates are much less between Anglo females and Anglo males.

Additional data concerning dropout rates within ethnic groups can be found in APPENDIX II.

Figure 10

DROPOUT RATE BY ETHNICITY AND GENDER

Grades 9–12



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DROPOUT RATE BY ETHNICITY AND GRADE

1989-1990

TABLE X: DROPOUT DATA BY ETHNICITY AND GRADE
Grades 7 and 8

7TH GRADE		8TH GRADE	
Asian	2.58%	Asian	2.19%
Anglo	2.84%	Anglo	3.68%
Black	3.72%	Black	7.48%
Hispanic	2.73%	Hispanic	3.91%
Native American	5.88%	Native American	6.52%

Comparison between the grade levels shows the higher dropout rate at the eighth grade. Predominating at both grades, Blacks and Native American students show higher percentages of dropout. See FIGURE 11. The highest dropout rate is that of Black students at the eighth grade level.

DROPOUT RATE BY ETHNICITY AND GENDER

1989-1990

TABLE XI: DROPOUT DATA BY ETHNICITY AND GENDER
Grades 7 and 8

GENDER	ETHNICITY	NUMBER OF DROPOUTS	180 DAY MEMBERSHIP	DROPOUT RATE
Female	Asian	8	219	3.52%
Male	Asian	3	230	1.29%
Female	Anglo	281	8,802	3.09%
Male	Anglo	328	9,332	3.40%
Female	Black	30	502	5.64%
Male	Black	28	485	5.46%
Female	Hispanic	330	9,221	3.46%
Male	Hispanic	335	9,945	3.26%
Female	Native American	140	2,180	6.03%
Male	Native American	142	2,096	6.34%

Dropout rates separated by ethnicity and gender at the middle/junior high school level (FIGURE 12) reveal some interesting differences. Generally, at all grade levels, males drop out of school in larger numbers than females. In 1989-1990, two ethnic groups experienced higher dropout rates for females at the middle/junior high school levels. More female Asian and Black students left school than males of those same groups. Close observance of the rates in TABLE XI shows a slight difference in rate between females and males in the Black group. The difference of 2.2% of Asian students appears significant. However, the number of students involved is so small, the loss of one member creates a wide divergency.

Figure 11
DROPOUT RATE BY ETHNICITY AND GRADE
Grades 7–8

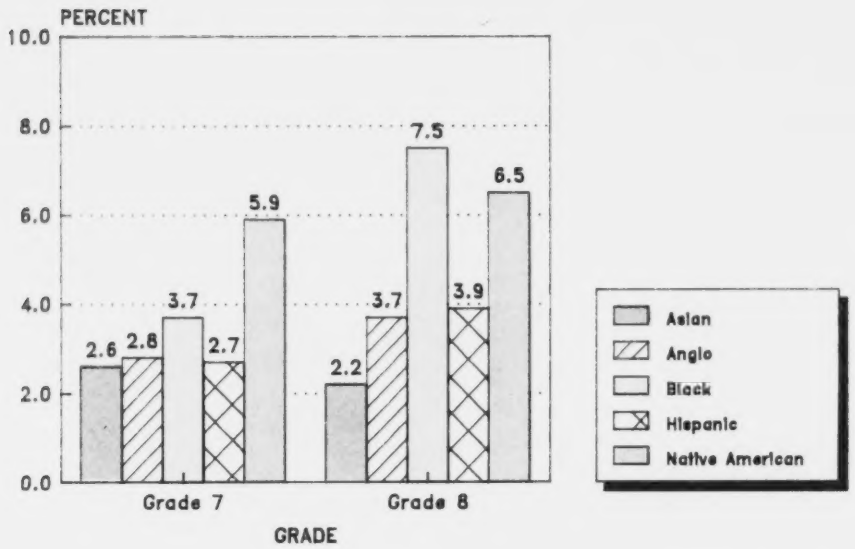
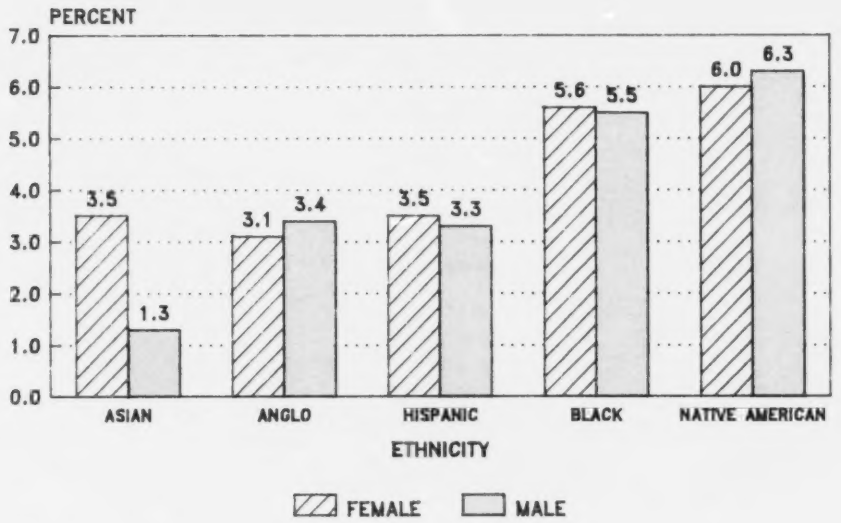


Figure 12
DROPOUT RATE BY ETHNICITY AND GENDER
Grades 7–8



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DROPOUT RATE BY REASONS

Dropout rate is considered an indicator of educational success for a school or a district. By statute, school districts in New Mexico are compared and ranked by dropout rate (see Appendix IV). States are ranked nationally by dropout information compiled from cores of local data. Whether the rate is high or low, the question is always raised about the reasons for leaving school.

Dropout information is provided by the person leaving school and by school authorities. It is all self-reported data. When students are preparing to leave school, they are usually questioned about their reasons for departure. This information is recorded on transfer sheets, stored, and later compiled for district use and the dropout study. When students leave school without official permission, records are completed by school personnel. In many cases, accurate information about leaving school is not available. Attempts are made to locate students, but there is not sufficient time nor resources to follow through and obtain true cause or reason for dropping out of school.

FIGURE 13 provides information concerning reasons for school dropout. The survey used to gather this data may be found in APPENDIX II of this report. Listed below are the chart abbreviations and annotations explaining specific reasons for school dropout.

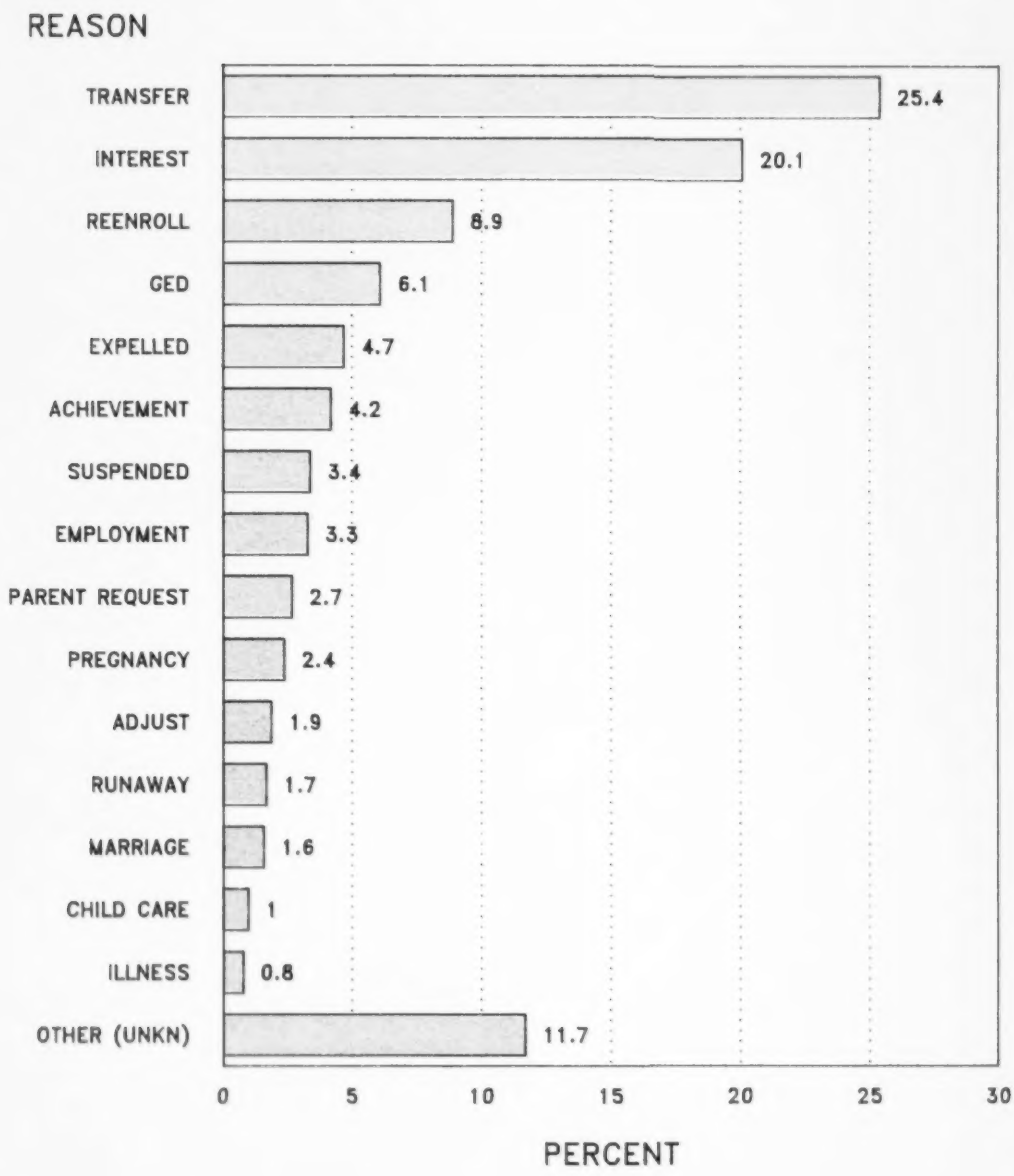
Chart Abbreviations

Transfer	-	Indicated transfer to another school, but no transcript was requested
Interest	-	Lack of interest or motivation
Reenroll	-	Did not reenroll, transcript not requested
GED	-	Indicated intention of taking GED Test for diploma
Suspended	-	Suspended from school and did not return
Expelled	-	Removed from school by district and did not return
Pregnancy	-	Unable to attend school because of pregnancy
Adjust	-	Unable to adjust to school
Employment	-	Left school to work
Achievement	-	Failing, unable to complete course work
Parent Req.	-	Parental request
Child Care	-	Cannot attend school because of child care problems
Runaway	-	Parents unable to locate individual
Marriage	-	Married and left school
Illness	-	Unable to attend school for health reasons
Other (Unknown)	-	No identifiable reason

Figure 13

1989–90 DROPOUT RATE BY REASONS

Grades 7–12



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DROPOUT RATE BY REASONS AND GENDER

Reasons for dropping out of secondary school reflect the personal problems and dilemmas of the individuals involved. Collectively analyzed, the reasons for school dropout provide valuable information to local school districts and to other interested agencies. The reasons defined are reasonably accurate but are not necessarily singular in nature. School dropout is probably generated by a composite of reasons. For sake of brevity in record keeping and reporting, a single cause must be reported.

Data collected and analyzed for dropout comparisons between the sexes are most revealing. Males and females show consistency in reported reasons for dropout but differ in degree. The highest percentage of dropouts occur in an arbitrary category labeled as "transfer". The local school applies this term to students who when leaving school indicate they are transferring to another school or district. After a period of time when no requests for transcripts of student records are made, the individuals involved are classified as dropouts. In 1989-1990, more females than males left school under these circumstances. See FIGURE 14.

A large percentage of students leave school listing lack of interest as a prime reason for withdrawal. Males outnumber females in this category by almost five percentage points and within all ethnic groups. This reason for leaving school may be a true response or it may be a pat answer given without much reflection on the part of the students when checking out. In most cases, it is probably a good representative reason for school dropouts both male and female.

Many students leave school at the end of the spring term and never return in the fall. These students are classified in the data as "reenroll." Although registered for fall classes, students never come to school. During 1989-1990, approximately 9% of the students who dropped out were those who failed to return after summer vacation. The rates for females and males were quite similar and with little variance.

More males than females leave school because of expulsion and suspension. These conditions of school leaving do not constitute actual dropout, but do contribute to the problem. Many students who have been expelled or suspended never come back to school after the specified time defined within the circumstances has expired. Efforts to return these individuals to school may not be highly intensive at the local level.

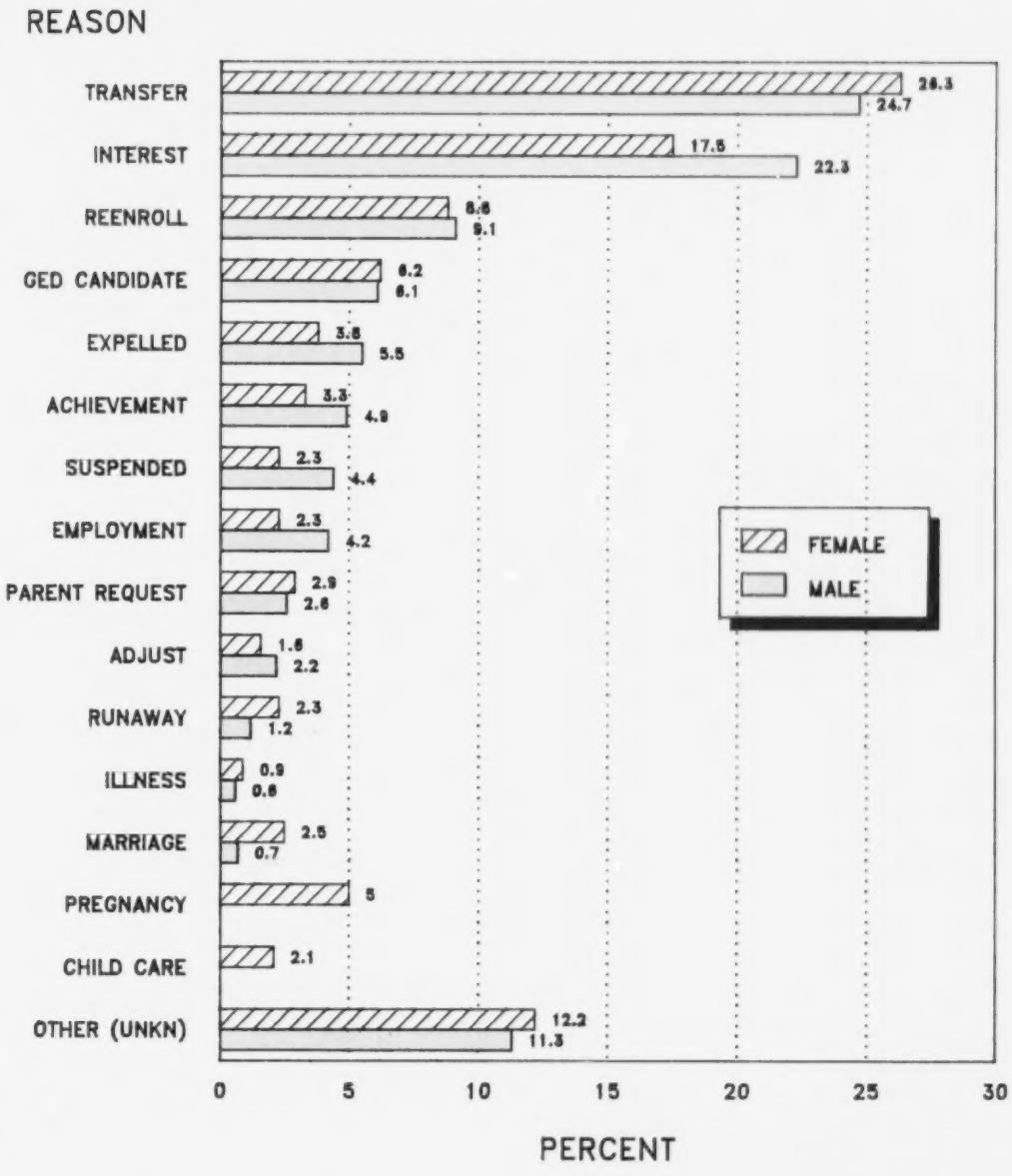
Other reasons for dropping out of school by gender are indicated in FIGURE 14. The percentage rates are small and varied in the other categories. Marriage, pregnancy, and child care categories represent approximately 10% of the reasons for females who left school. Fewer than 1% of the males left school for marriage and none left to assist with child care. Females appear to bear the responsibilities involved within this category of dropout.

Approximately 11.7% of the students drop out without establishing any reason. Combined with 25.4% who leave school without completing transfer requirements and the 8.9% who fail to re-enroll, 46% of the students who drop out cannot be accounted for.

Figure 14

DROPOUT RATE BY REASONS AND GENDER

Grades 7–12



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DROPOUT RATE BY REASONS AND ETHNICITY

Grades 7 - 12

Social and cultural differences become apparent when dropout rate by reasons and ethnicity is studied. FIGURE 15 illustrates the five most frequently quoted reasons for leaving school. The various ethnic groups are consistent in the overall pattern of dropout according to reason.

Asian students experienced a very high percentage of dropout through leaving school as transfer students and never requesting transcripts for placement in a different school. Anglo, Black, and Hispanic students also have high dropout rates in this category. Native Americans rate high, but fall considerably lower than the other groups. All groups of students seem to have discovered a loop-hole in the school attendance system. By officially withdrawing from school as transfers, students have established a legitimate reason for leaving school. This sets up a situation that makes tracking or tracing them very difficult. Students may or may not have moved to another school district. They do not seek admission and as a consequence are lost to the school community.

Lack of interest in school ranks high on the list of reasons for dropping out with Anglo, Black, Hispanics, and Native American students. Asian students do not drop out of school in large numbers because of lack of interest or motivation.

Asian students set high dropout rates by leaving school in the spring and not returning in the fall. They rank twice as high in this category as any of the other ethnic groups. This is similar to the pattern they exhibit in the transfer category.

Many students report they are leaving school to take the GED Test to qualify for an equivalency certificate. Anglo, Black, and Hispanic students list this reason for dropout more than do Asian and Native American students. Fewer than 10% of all the students dropped out of school to take the GED. As a point of information, students are not eligible to take the GED test until they are seventeen years of age. Early withdrawal from school to take the test is not a valid reason for leaving.

During the school year, 1989-1990, more students dropped out of school because of lack of achievement than in previous years. Although the actual numbers were small, the data collected revealed that Hispanic and Native American students dropped out in larger numbers than the other groups. This information should be useful to school districts.

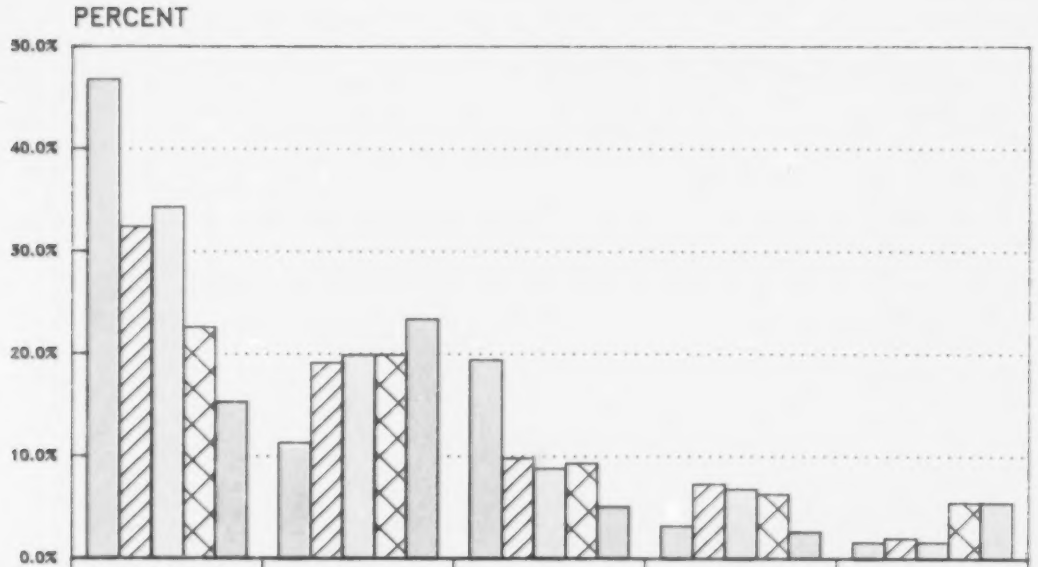
Other reasons for dropout exist, but there is no real significance in comparisons between and among the ethnic groups.

FIGURES 16-20 provide dropout rate by reasons for each of the ethnic groups.

Figure 15

DROPOUT RATE BY REASONS AND ETHNICITY

Grades 7–12

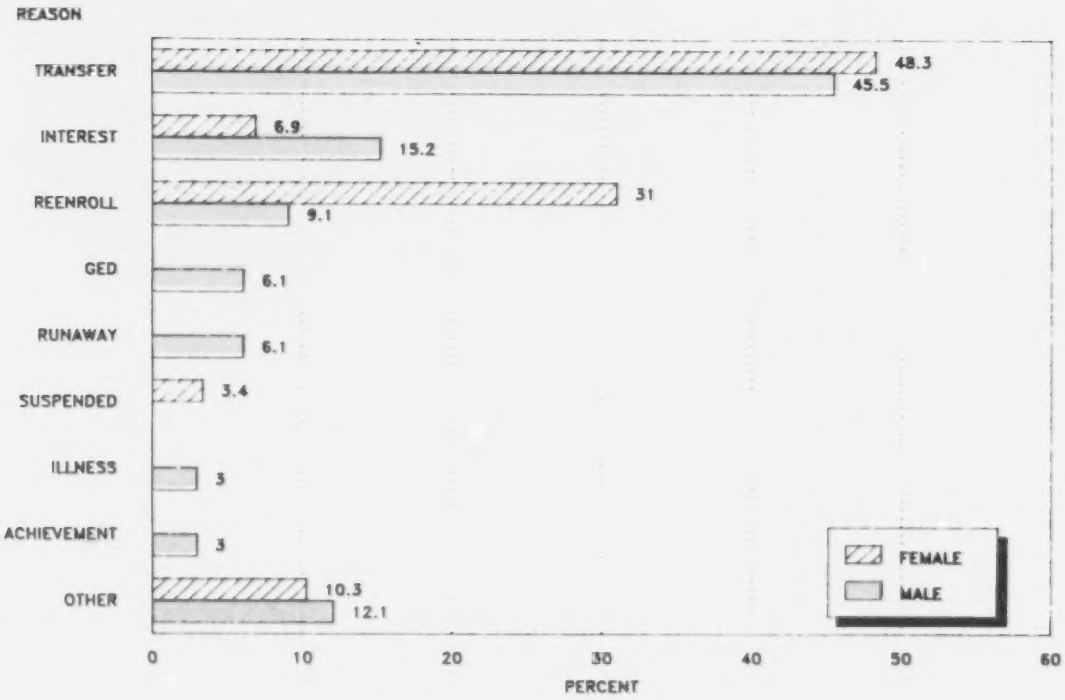


	TRANSFER	INTEREST	REENROLL	GED	ACHIEVEMENT
ASIAN	46.8%	11.3%	19.4%	3.2%	1.6%
ANGLO	32.4%	19.1%	9.8%	7.3%	2.0%
BLACK	34.3%	19.9%	8.8%	6.8%	1.6%
HISPANIC	22.6%	19.9%	9.3%	6.3%	5.5%
NATIVE AMERICAN	15.3%	23.4%	5.1%	2.6%	5.5%

Figure 16

DROPOUT RATE BY REASONS

Asian Students



FEMALE

REASON	FREQUENCY	PERCENT
TRANSFER	14	48.3
INTEREST	2	6.9
OTHER	3	10.3
REENROLL	9	31.0
GED		
RUNAWAY		
ILLNESS		
ACHIEVEMENT		
SUSPENDED	1	3.4

MALE

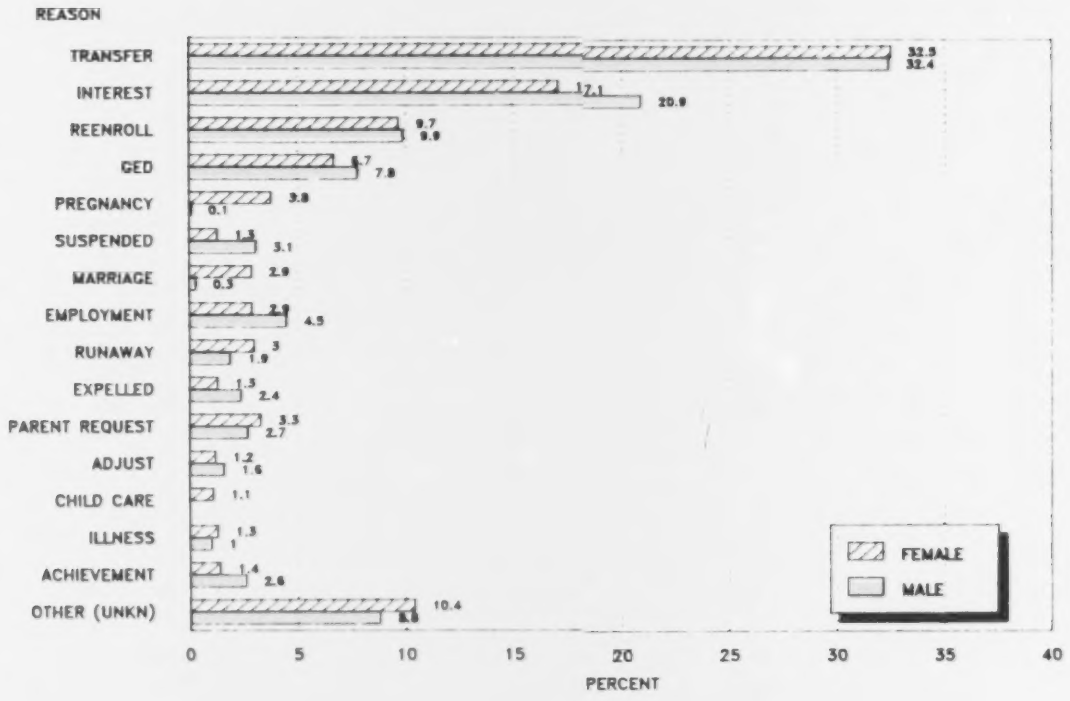
REASON	FREQUENCY	PERCENT
TRANSFER	15	45.5
INTEREST	5	15.2
OTHER	4	12.1
REENROLL	3	9.1
GED	2	6.1
RUNAWAY	2	6.1
ILLNESS	1	3.0
ACHIEVEMENT	1	3.0
SUSPENDED		

NM State Department of Education

Figure 17

DROPOUT RATE BY REASONS

Anglo Students



F E M A L E

REASON	FREQUENCY	PERCENT
TRANSFER	508	32.5
INTEREST	268	17.1
REENROLL	151	9.7
OTHER	163	10.4
GED	105	6.7
EMPLOYMENT	46	2.9
SUSPENDED	21	1.3
PARENT REQ.	52	3.3
ACHIEVEMENT	22	1.4
EXPELLED	20	1.3
RUNAWAY	47	3.0
ADJUST	18	1.2
ILLNESS	21	1.3
MARRIAGE	45	2.9
PREGNANCY	60	3.8
CHILD CARE	17	1.1

M A L E

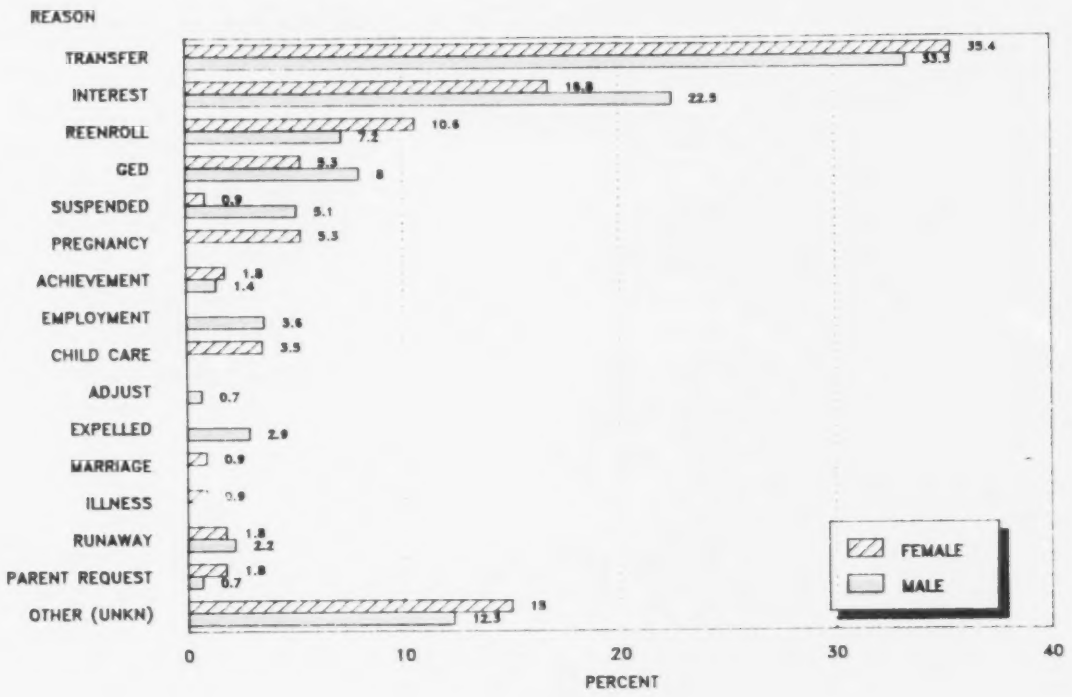
REASON	FREQUENCY	PERCENT
TRANSFER	559	32.4
INTEREST	360	20.9
REENROLL	171	9.9
OTHER	152	8.8
GED	135	7.8
EMPLOYMENT	78	4.5
SUSPENDED	54	3.1
PARENT REQ.	46	2.7
ACHIEVEMENT	45	2.6
EXPELLED	41	2.4
RUNAWAY	33	1.9
ADJUST	28	1.6
ILLNESS	18	1.0
MARRIAGE	5	0.3
PREGNANCY	1	0.1
CHILD CARE		

NM State Department of Education

Figure 18

DROPOUT RATE BY REASONS

Black Students



FEMALE

REASON	FREQUENCY	PERCENT
TRANSFER	40	35.4
INTEREST	19	16.8
OTHER	17	15.0
GED	6	5.3
REENROLL	12	10.6
SUSPENDED	1	0.9
EMPLOYMENT		
EXPELLED		
RUNAWAY	2	1.8
ACHIEVEMENT	2	1.8
PARENT REQ.	2	1.8
ADJUST		
CHILDCARE	4	3.5
ILLNESS	1	0.9
MARRIAGE	1	0.9

MALE

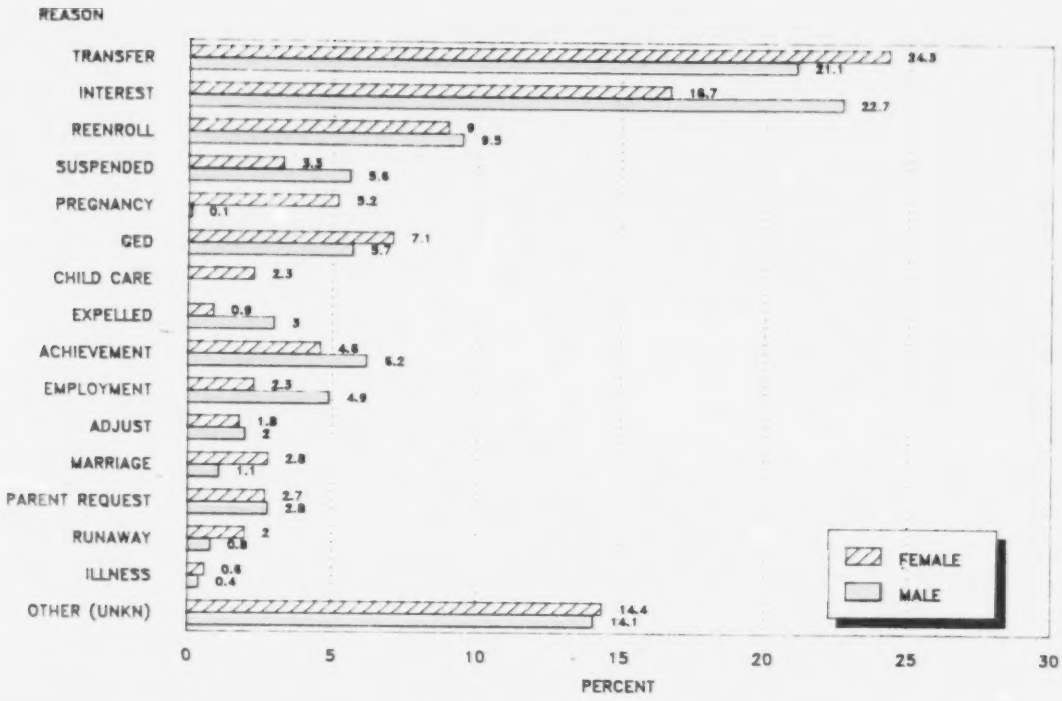
REASON	FREQUENCY	PERCENT
TRANSFER	46	22.3
INTEREST	31	22.5
OTHER	17	12.3
GED	11	8.0
REENROLL	10	7.2
SUSPENDED	7	5.1
EMPLOYMENT	5	3.6
EXPELLED	4	2.9
RUNAWAY	3	2.2
ACHIEVEMENT	2	1.4
PARENT REQ.	1	0.7
ADJUST	1	0.7
CHILDCARE		
ILLNESS		
MARRIAGE		

NM State Department of Education

Figure 19

DROPOUT RATE BY REASONS

Hispanic Students



FEMALE

REASON	FREQUENCY	PERCENT
INTEREST	359	16.7
TRANSFER	521	24.3
OTHER	310	14.4
REENROLL	193	9.0
ACHIEVEMENT	99	4.6
GED	152	7.1
SUSPENDED	70	3.3
EMPLOYMENT	50	2.3
EXPELLED	19	0.9
PARENT REQ.	59	2.7
ADJUST	39	1.8
MARRIAGE	60	2.8
RUNAWAY	43	2.0
ILLNESS	12	0.6
PREGNANCY	111	5.2
CHILD CARE	49	2.3

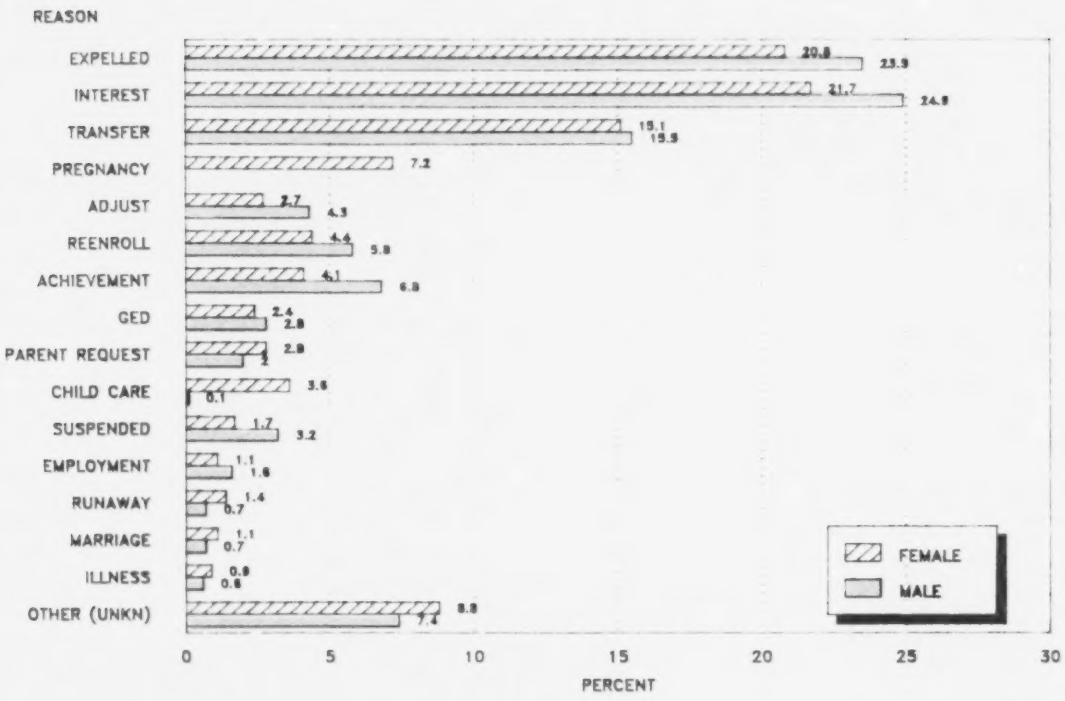
MALE

REASON	FREQUENCY	PERCENT
INTEREST	567	22.7
TRANSFER	527	21.1
OTHER	351	14.1
REENROLL	237	9.5
ACHEIVEMENT	156	6.2
GED	142	5.7
SUSPENDED	139	5.6
EMPLOYMENT	122	4.9
EXPELLED	75	3.0
PARENT REQ.	70	2.8
ADJUST	51	2.0
MARRIAGE	27	1.1
RUNAWAY	20	0.8
ILLNESS	10	0.4
PREGNANCY	2	0.1
CHILD CARE	1	0.0

Figure 20

DROPOUT RATE BY REASONS

Native American Students



F E M A L E

REASON	FREQUENCY	PERCENT
INTEREST	138	21.7
EXPELLED	132	20.8
TRANSFER	96	15.1
OTHER	56	8.8
ACHIEVEMENT	26	4.1
REENROLL	28	4.4
ADJUST	17	2.7
SUSPENDED	11	1.7
GED	15	2.4
PARENT REQ.	18	2.8
EMPLOYMENT	7	1.1
MARRIAGE	7	1.1
RUNAWAY	9	1.4
ILLNESS	6	0.9
CHILD CARE	23	3.6
PREGNANCY	46	7.2

M A L E

REASON	FREQUENCY	PERCENT
INTEREST	172	24.9
EXPELLED	162	23.5
TRANSFER	107	15.5
OTHER	51	7.4
ACHIVEMENT	47	6.8
REENROLL	40	5.8
ADJUST	30	4.3
SUSPENDED	22	3.2
GED	19	2.8
PARENT REQ.	14	2.0
EMPLOYMENT	11	1.6
MARRIAGE	5	0.7
RUNAWAY	5	0.7
ILLNESS	4	0.6
CHILD CARE	1	0.1
PREGNANCY		

IMPACT OF DEMOGRAPHIC FACTORS UPON DROPOUT RATE

1989-1990

Annually, the State Department of Education has conducted the New Mexico Dropout Study. Information has been collected, specific statistical processes have been applied to the data, judgements and evaluations have been made regarding the outcomes, and a report has been published to provide access to the study results. The number of factors investigated in the study has been limited by time and program constraints within the department.

During 1989-1990, Sandia National Laboratories, Albuquerque, New Mexico, expressed interest in providing technical assistance to various units in the State Department of Education. Specifically, information analysts, Robert Huelskamp and Tommy Woodall, volunteered to conduct computer research in investigating the effects of demographic factors upon dropout rate. The dropout rates and numbers of dropouts for grades 9 - 12 by district are displayed in Figures 21 and 22.

RESULTS

The impact of school district enrollment on dropout rate in New Mexico has been of great interest to a variety of groups. Given the opportunity to explore this factor, tests for correlation between dropout rate (Grades 9 - 12) and district student population were conducted. Three separate statistical tests were run to determine effects of district size upon dropout rate. Districts were classified by (1) total population 1 to 90,000 students, (2) 1 to 5,000 students, and (3) 1 to 1,000 students. The distribution patterns revealed no specific correlations between district size and high school dropout.

The effect of mobility upon district dropout rate has been a topic of concern for many years. Using district mobility rates and dropout rates, all districts were compared and the results showed great dispersion.

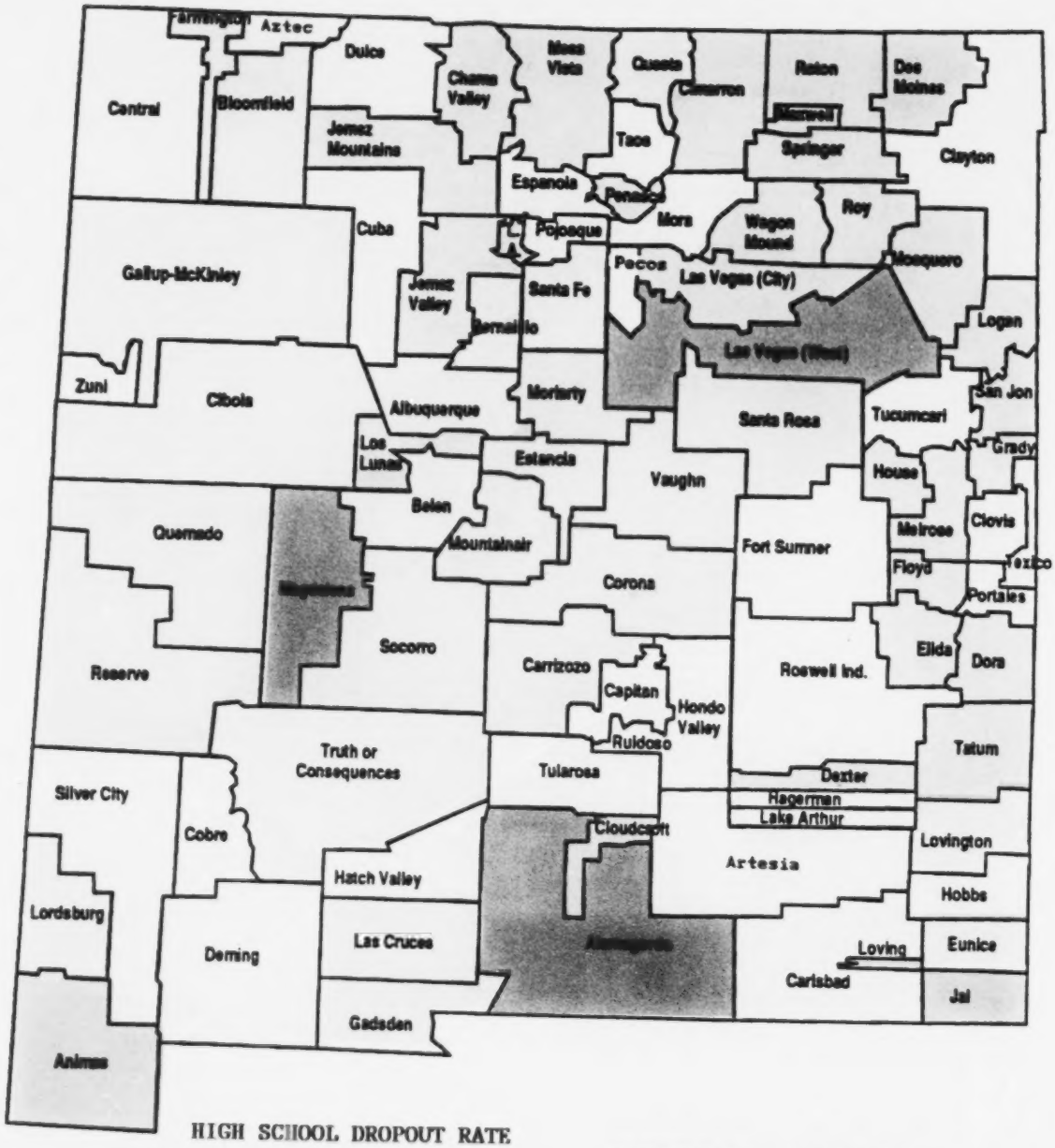
A third factor examined in the study was the relationship of the impact of motivation on high school dropout rate. This was determined by seeking out a correlation between the percentage of college bound seniors in the school district and the percentage of students who dropped out of school. Again, the distribution of points of correlation were widely dispersed within the data. There is no strong correlation between the percentage of college bound seniors in a school district and the percentage of students who dropout.

A further investigation was made to determine the impact of ethnic mix within school districts when compared to high school dropout rates. The purpose of this study was to look at ethnic mix in the various school districts to see what influence might be exerted on dropout rates. Three groups, Anglo, Hispanic, and Native American were compared. Tests for correlation were applied. Results were not conclusive and no assumptions could be made from the information presented. When a statewide

distribution of district data (dropout rate and percent of ethnic population) is compared, no patterns of similarity were obvious.

The impact of local minority on district high school dropout rate was investigated. Three ethnic groups of students were studied. No correlations were established within these groups.

FIGURE 21



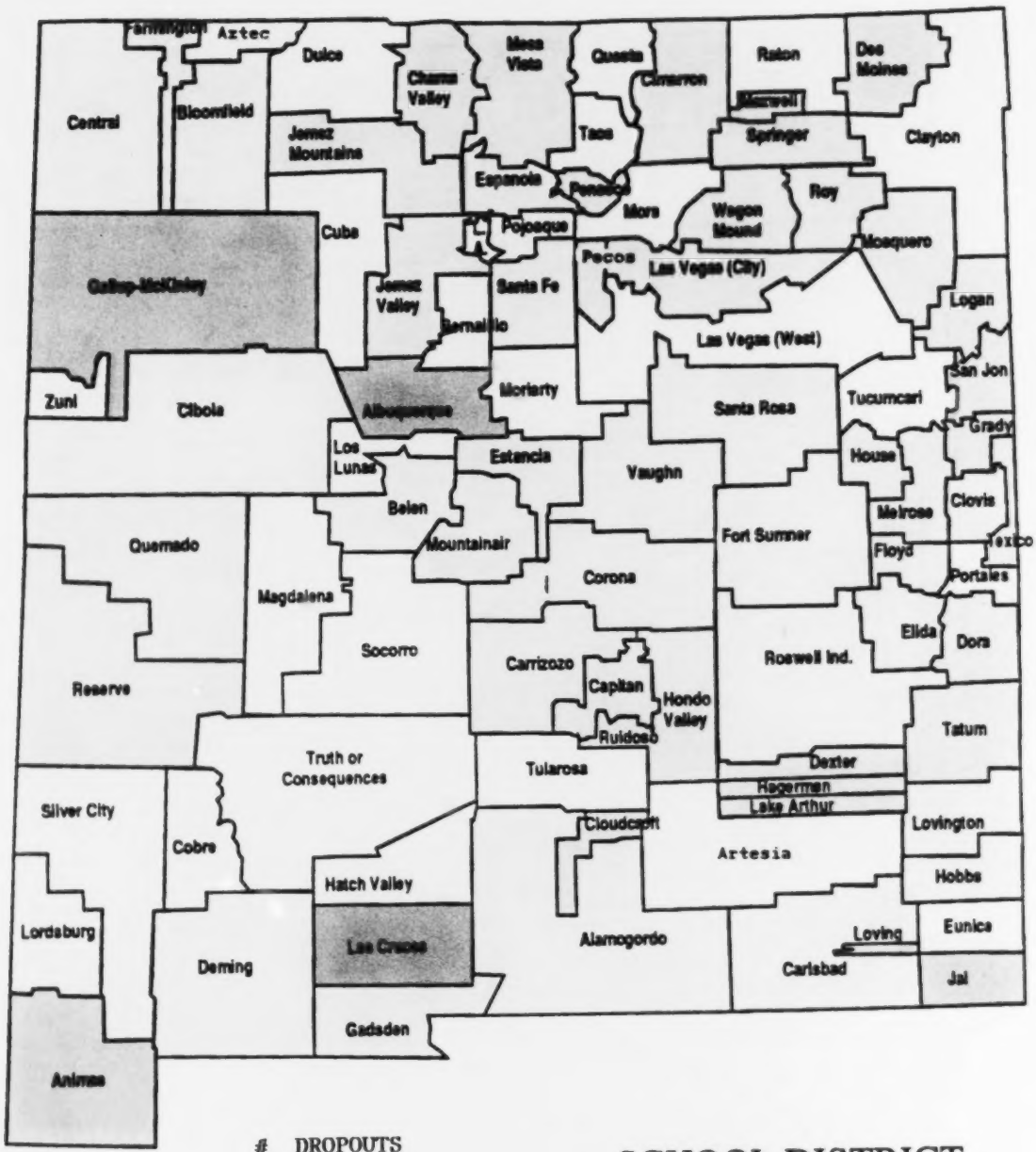
HIGH SCHOOL DROPOUT RATE

- <5.0%
- 5.1%-10.0%
- 10.0%-15.0%
- >15.1%

SCHOOL DISTRICT MAP OF NEW MEXICO

NM State Department of Education

FIGURE 22



SCHOOL DISTRICT MAP OF NEW MEXICO

NM State Department of Education

NEW MEXICO PARTICIPATION IN NCES DROPOUT FIELD STUDY

In 1989, the National Center for Education Statistics, United States Department of Education, began a field test to study processes of collecting and reporting information on secondary school dropout. The investigation was commissioned to determine an effective means to conduct dropout surveys in the states and to collect data to be used for comparative purposes through the Common Core of Data.

The field study was designed by NCES with assistance from participants of 28 states. A common definition of dropout was written and specific parameters for record keeping were established. The Dropout Statistics Field Test began in the fall of 1989 and will conclude in March of 1991. The data collected over a 12-month period will provide information on the numbers and rate of school dropouts among male and female students in different race/ethnic groups across grades 7 through 12. The Field Test represents a national effort to make dropout statistics uniform and comparable across states.

The Field Test will evaluate the merits of three different methods for computing the dropout rate. Each of the methods will be evaluated on the basis of accuracy and ease of data collection. After analyzing the data produced from the Field Test, NCES will select the most appropriate computation method for use in later dropout statistic collection procedures. In the future, an accurate account of school dropout will be available and various longitudinal studies will be possible.

Participating in the Field Test for New Mexico were school districts selected by size of school population, ethnic mix of students, location within the state, and annual dropout rate. The sample used for the Field Test represented a reasonable cross section of student populations. Students enrolled in grades 7 through 12 participated in the study.

School districts involved in the Field Test were: Bernalillo, Clovis, Deming, Des Moines, Dexter, Farmington, Gadsden, Zuni, and one third of the secondary schools in Albuquerque. Each of these districts collected student membership three times during 1989-1990. More importantly, each participating school kept a record of all students who left during the year. Dropouts were determined from the list and were reported by gender, grade level, and ethnic group.

Dropout statistics from this study will not be reported as specific dropout rates. The data collected will be analyzed in conjunction with membership numbers and three different dropout formulas will be applied. Three specific dropout rates will be calculated. The most appropriate computation method will be selected for use in establishing state and national dropout rates for future procedures and comparisons.

In the future, the New Mexico Dropout Study will collect data for both state and national needs. Information will be gathered following the recommendation from the NCES Field Test as it relates to New Mexico data collection process. Dropout data will be requested one time and will provide information for state and national purposes.

ISSUES CONCERNING THE PREVENTION OF SCHOOL DROPOUT

The New Mexico Dropout Study is conducted each year to determine the status of school dropout from grades 7 through 12 and to examine the existing conditions contributing to school leaving. It is commonly believed that school dropout rates are strong indicators of success for individual schools, school districts, and the state educational system. Dropout rates are used for comparisons from school to school within districts, comparisons between districts, and comparisons among states. The severity of a high dropout rate is frequently used as a political indictment of the integrity of an educational system. Maintaining a high consistent enrollment in school is a measure of the adequacy of the instructional program and demonstrates the holding power of the social forces present within the educational community.

Stated reasons for school leaving have been thoroughly treated and discussed in this report. To avoid redundancy, those aspects will not be reexamined. However, it must be assumed that no one reason given for leaving school represents all the conditions, motives, and possibilities that are present when an individual decides to terminate formal schooling and leaves. Because of the complexity of the reasons for dropping out of school, a more productive approach to understanding the problem would be to focus on positive aspects found in schools with low dropout rates.

The Dropout Study has revealed that size and location of schools does not have significant influence on dropout rates. Other factors discussed in the Study support the notion that school dropout rate is unique to each district. Yet to be examined is the relation of socio-economic status of a school community to its dropout rate. Even so, the financial strength of a community should be reflected in the specific attributes and characteristics of the schools and presumably should affect the dropout rate in some measure. The degree of this influence needs to be carefully determined and analyzed because there are some school districts with known low socio-economic levels which experience no dropout. Dropout rate appears to a manifestation of conditions and forces within school districts that are specific and different to that location and needs to be considered independently.

The goals of the New Mexico State Board of Education and the Department of Education include such ideas as providing the best educational opportunities available, the best instruction possible, and the best learning environments and materials at hand to all students. Equality of resources for learning is attempted through funding procedures, teacher and administrator licensing practices, and provision of special services where required. School districts determine and implement educational programs, hire school staff and personnel, provide learning materials and supplies, and define and manage budget for local expenditures. The individual school district in accordance with educational standards is required to ascertain needs of its clients and to make decisions and judgements which will contribute to the overall well-being and will vitally affect the education of all of the children. The local school district is responsible for and must take action in preventing school dropout.

For many years, the State Department of Education has encouraged and assisted school districts in establishing different and innovative

educational programs in various schools. The rationale for this action has been to provide improved instruction and better learning opportunities for students. These efforts are continuing and others have been started through specially-funded projects, school-initiated restructuring processes, and school-community involvement programs. The department is presently in the early stages of planning and implementing the establishment of a student data base. This electronic tool will provide a means of tracking students from school to school and from district to district. Using this matrix of information to locate students, dropout rates should be reduced.

The dropout situation is and will remain of great concern for the State Board of Education and the State Department of Education. For the reasons cited above, the problem of dropouts can best be directly addressed at the local school and district level by school officials, teachers, parents, and community members. Real efforts must be made to determine conditions that lead to dropout and genuine concern and commitment have to be given to making changes. This is no small task to perform. With networking and exchanges of information, school districts can work with each other and with other state agencies to initiate and continue the process. With careful scrutiny of district policies and procedures dealing with the everyday lives of students, subtle differences might be affected that could influence school attendance and improve achievement. The purpose of schools is to educate all students. With the loss of approximately 10% a year, New Mexico is doing well when compared with other states. However, when compared with other students who stay in school, the 10% who leave will be most apt to experience lifelong difficulties in their endeavors.

NEW MEXICO AT-RISK STUDENTS

The State Board of Education and the State Department of Education are committed to explore all methods and programs which will assist New Mexico students to achieve school success*. School districts are equally committed and involved in providing the educational programs which will ensure academic achievement and success to all students. Yet, the dropout study reveals that one out of every ten students leaves school before graduation. Despite the combined efforts of the various educational agencies, there are many students who are at-risk and are in danger of failure or dropout.

On-going and expanding state and federally-funded programs offer special assistance and services to students who are at-risk or in jeopardy of failure. Chapter I federal programs provide instruction for educationally deprived children and special programs for neglected or delinquent children and for children of migratory agricultural workers. All 88 school districts in New Mexico participate in Chapter I supplemental programs for eligible children.

The Chapter II program provides financial assistance to state and local education agencies to improve education for children attending both public and private schools. Funding is used in six areas including: programs for at-risk students who are in danger of failure or dropping out, additional instructional and educational materials, effective school programs, training and professional development for school personnel, personal excellence of students, and local innovative projects.

Other projects for at-risk students include Drug Free assistance programs, HIV Aids Education, Guidance and Counseling Services, early childhood programs for pre-school age children, Indian Education, bilingual education, and special education. All of these programs serve a specific audience with very definitive needs, but all contribute to preventing student dropout.

Vocational Education administered through the state provides direct help to at-risk youth. Particularly benefitting from this administration are programs dealing specifically with teenage pregnancy, family training centers, child care centers, and other related areas. A number of school districts have set up special schools or programs to assist these teens at risk of dropping out.

District sponsored programs to provide assistance to at-risk youth include special classes for remediation purposes, a variety of alternative classes, many forms of alternative schooling, and vocational programs that integrate academic learning and on-the-job work experience. The schools have joined forces with community leaders, businesses, and civic organizations to encourage public support of student and school activities and projects.

The various state agencies, the school districts, and the business community have been engaged in providing educational services to all students.

* State Board of Education CITE PLAN, 1990

Realizing that numbers of students have special needs and are at-risk, efforts have been made to assist as many students as possible. The programs available and presently being utilized are aiding thousands of students and there is no doubt the dropout rate would be much higher than 9.9% if these opportunities were not offered. To help the 9.9% who leave school, new, more innovative approaches must be developed to keep these students in school. These innovations must be supported through appropriate funding, adequate staffing, and true understanding of the problems involving students at-risk.

For additional information about programs for students at-risk, consult the following State Department of Education publications:

At-Risk Youth: Continuing the Action January 1990

Promising Programs for More Effective Schools: The Tip of the Iceberg August 1990

APPENDIXES

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
ALAMOGORDO PUBLIC SCHOOLS				
	CHAPARRAL JR HIGH	37	954	3.73
	HOLLOMAN MIDDLE	3	131	2.24
	ALAMOGORDO HIGH	99	877	10.14
	MID HIGH	254	964	20.85
	WEED HIGH	0	38	0
DISTRICT TOTAL		393	2964	11.71
ALBUQUERQUE PUBLIC SCHOOLS				
	ADAMS MIDDLE	80	691	10.38
	CLEVELAND MIDDLE	17	585	2.82
	EISENHOWER MIDDLE	15	730	2.01
	ERNIE PYLE MIDDLE	37	497	6.93
	GARFIELD MIDDLE	5	382	1.29
	GRANT MIDDLE	29	362	7.42
	HARRISON MIDDLE	45	509	8.12
	HAYES MIDDLE	58	340	14.57
	HOOVER MIDDLE	58	604	8.76
	JACKSON MIDDLE	25	479	4.96
	JEFFERSON MIDDLE	68	530	11.37
	KENNEDY MIDDLE	24	389	5.81
	LINCOLN MIDDLE	7	736	0.94
	MADISON MIDDLE	63	766	7.60
	MC KINLEY MIDDLE	19	542	3.39
	POLK MIDDLE	34	359	8.65
	ROOSEVELT MIDDLE	23	250	8.42
	TAFT MIDDLE	32	476	6.30
	TAYLOR MIDDLE	1	544	0.18
	TRUMAN MIDDLE	46	519	8.14
	VAN BUREN MIDDLE	76	463	14.10
	WASHINGTON MIDDLE	53	521	9.23
	WILSON MIDDLE	22	437	4.79
	ALBUQUERQUE EVENING	362	463	43.88
	ALBUQUERQUE HIGH	167	1585	9.53
	CIBOLA HIGH	168	1995	7.77
	DEL NORTE HIGH	243	1885	11.42
	ELDORADO HIGH	82	1783	4.40
	FREEDOM HIGH	69	140	33.01
	HIGHLAND HIGH	328	1889	14.79
	LA CUEVA HIGH	40	1941	2.02
	MANZANO HIGH	250	2326	9.70
	NEW FUTURES SCHOOL	214	276	47.56
	RIO GRANDE HIGH	386	1857	17.21
	SANDIA HIGH	115	1695	6.35
	SCHOOL ON WHEELS	99	143	40.91
	VALLEY HIGH	188	1646	10.25
	WEST MESA HIGH	224	2172	9.35
DISTRICT TOTAL		3772	33467	10.13
ANIMAS PUBLIC SCHOOLS				
	ANIMAS HIGH	1	258	0.39

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
	DISTRICT TOTAL	1	258	0.39
ARTESIA PUBLIC SCHOOLS				
	PENASCO ELEM	0	3	0
	ZIA INTERMEDIATE	1	238	0.42
	PARK JR HIGH	19	472	3.87
	ARTESIA HIGH	52	554	8.58
	DISTRICT TOTAL	72	1267	5.38
AZTEC MUNICIPAL SCHOOLS				
	CV KOOGLER JR HIGH	21	622	3.27
	AZTEC HIGH	39	502	7.21
	DISTRICT TOTAL	60	1124	5.07
BELEN CON. SCHOOLS				
	BELEN JR HIGH	12	641	1.84
	BELEN HIGH	155	963	13.86
	DISTRICT TOTAL	167	1604	9.43
BERNALILLO PUBLIC SCHOOLS				
	BERNALILLO MID HIGH	7	334	2.05
	COCHITI MID SCHOOL	0	41	0
	SANTO DOMINGO MID	0	98	0
	BERNALILLO HIGH	99	681	12.69
	DISTRICT TOTAL	106	1154	8.41
BLOOMFIELD MUN. SCHOOLS				
	MESA ALTA JR HIGH	15	498	2.92
	BLOOMFIELD HIGH	106	937	10.16
	DISTRICT TOTAL	121	1435	7.78
CAPITAN MUNICIPAL SCHOOLS				
	CAPITAN HIGH	8	208	3.70
	DISTRICT TOTAL	8	208	3.70
CARLSBAD MUN. SCHOOLS				
	ALTA VISTA MIDDLE	10	273	3.53
	EISENHOWER MIDDLE	2	263	0.75
	CARLSBAD J H S	25	1001	2.44
	CARLSBAD HIGH	114	1190	8.74
	DISTRICT TOTAL	151	2727	5.25
CARRIZOZO MUN. SCHOOLS				
	CARRIZOZO MIDDLE	0	38	0
	CARRIZOZO HIGH	3	91	3.19

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
	DISTRICT TOTAL	3	129	2.27
CENTRAL CON. SCHOOLS				
	KIRTLAND MIDDLE SCH	25	485	4.90
	NEWCOMB JR HIGH	4	159	2.45
	TSE'BIT'AI MID	21	406	4.92
	CENTRAL HIGH	62	686	8.29
	NEWCOMB HIGH	8	311	2.51
	SHIPROCK HIGH	54	694	7.22
	DISTRICT TOTAL	174	2741	5.97
CHAMA VALLEY IND. SCHOOLS				
	CHAMA MIDDLE	1	38	2.56
	TIERRA AMARILLA MID	2	46	4.17
	ESCALANTE HIGH	2	162	1.22
	DISTRICT TOTAL	5	246	1.99
CIMARRON MUN. SCHOOLS				
	CIMARRON JR HIGH	0	49	0
	CIMARRON HIGH	3	84	3.45
	DISTRICT TOTAL	3	133	2.21
CLAYTON PUBLIC SCHOOLS				
	CLAYTON JR HIGH	0	100	0
	CLAYTON HIGH	14	196	6.67
	DISTRICT TOTAL	14	296	4.52
CLOUDCROFT MUN. SCHOOLS				
	CLOUDCROFT HIGH	2	179	1.10
	DISTRICT TOTAL	2	179	1.10
CLOVIS MUNICIPAL SCHOOLS				
	CLOVIS NIGHT HIGH	67	189	26.17
	MARSHALL JR HIGH	6	541	1.10
	W D GATTIS JR HIGH	5	522	0.95
	YUCCA JR HIGH	16	751	2.09
	CLOVIS HIGH	110	1734	5.97
	DISTRICT TOTAL	204	3737	5.18
COBRE CONSOLIDATED SCHOOLS				
	SNELL MIDDLE	3	258	1.15
	COBRE HIGH	53	501	9.57
	DISTRICT TOTAL	56	759	6.87
CORONA MUNICIPAL SCHOOLS				

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
	CORONA HIGH	0	43	0
DISTRICT TOTAL		0	43	0.00
CUBA INDEPENDENT SCHOOLS				
	CUBA MIDDLE SCHOOL	1	74	1.33
	CUBA HIGH	19	239	7.36
DISTRICT TOTAL		20	313	6.01
DEMING PUBLIC SCHOOLS				
	DEMING JR HIGH	25	706	3.42
	DEMING HIGH	101	997	9.20
DISTRICT TOTAL		126	1703	6.89
DES MOINES MUN. SCHOOLS				
	DES MOINES HIGH	0	56	0
DISTRICT TOTAL		0	56	0.00
DEXTER CON. SCHOOLS				
	DEXTER MIDDLE	1	138	0.72
	DEXTER HIGH	3	204	1.45
DISTRICT TOTAL		4	342	1.16
DORA CON. SCHOOLS				
	DORA HIGH	2	71	2.74
DISTRICT TOTAL		2	71	2.74
DULCE IND. SCHOOLS				
	DULCE MIDDLE	2	95	2.06
	DULCE HIGH	14	145	8.81
DISTRICT TOTAL		16	240	6.25
ELIDA MUNICIPAL SCHOOLS				
	ELIDA HIGH	0	54	0
DISTRICT TOTAL		0	54	0.00
ESPANOLA MUNICIPAL SCHOOLS				
	ESPANOLA J H S	9	709	1.25
	ESPANOLA VALLEY HI	134	1230	9.82
DISTRICT TOTAL		143	1939	6.87
ESTANCIA MUNICIPAL SCHOOLS				
	ESTANCIA MIDDLE	1	98	1.01
	ESTANCIA HIGH	7	176	3.83

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
DISTRICT TOTAL		8	274	2.84
EUNICE MUNICIPAL SCHOOLS				
	CATON JR HIGH	3	126	2.33
	EUNICE HIGH	18	208	7.96
DISTRICT TOTAL		21	334	5.92
FARMINGTON MUN. SCHOOLS				
	HEIGHTS JR HIGH	18	650	2.69
	HERMOSA JR HIGH	9	532	1.66
	TIBBETTS JR HIGH	14	664	2.06
	FARMINGTON HIGH	216	1308	14.17
DISTRICT TOTAL		257	3154	7.53
FLOYD MUNICIPAL SCHOOLS				
	FLOYD HIGH	1	81	1.22
DISTRICT TOTAL		1	81	1.22
FT SUMNER MUNI. SCHOOLS				
	FORT SUMNER MIDDLE	0	51	0
	FORT SUMNER HIGH	9	100	8.26
DISTRICT TOTAL		9	151	5.63
GADSDEN IND. SCHOOLS				
	GADSDEN JR HIGH	49	1448	3.27
	SANTA TERESA JR HS	37	839	4.22
	GADSDEN HIGH	217	1535	12.39
DISTRICT TOTAL		303	3822	7.35
GALLUP-MCKINLEY COUNTY SCHS				
	GALLUP MIDDLE	33	576	5.42
	KENNEDY MIDDLE	51	519	8.95
	THOREAU MIDDLE	16	234	6.40
	TOHATCHI MIDDLE	16	189	7.80
	CROWNPOINT HIGH	105	478	18.01
	GALLUP HIGH	203	1655	10.93
	NAVAJO PINE HIGH	68	293	18.84
	RAMAH HIGH SCHOOL	4	141	2.76
	THOREAU HIGH	75	406	15.59
	TOHATCHI HIGH	74	406	15.42
DISTRICT TOTAL		645	4897	11.64
GRADY MUNICIPAL SCHOOLS				
	GRADY HIGH	0	70	0
DISTRICT TOTAL		0	70	0.00

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
GRANTS-CIBOLA COUNTY SCHS				
	LAGUNA ACOMA MID	2	144	1.37
	LOS ALAMITOS MID	9	552	1.60
	GRANTS HIGH	133	943	12.36
	LAGUNA ACOMA HIGH	21	240	8.05
DISTRICT TOTAL		165	1879	8.07
HAGERMAN MUNICIPAL SCHOOLS				
	HAGERMAN MID SCHOOL	0	59	0
	HAGERMAN HIGH	6	83	6.74
DISTRICT TOTAL		6	142	4.05
HATCH VALLEY MUN. SCHOOLS				
	HATCH VALLEY JHS	13	186	6.53
	HATCH VALLEY HIGH	19	225	7.79
DISTRICT TOTAL		32	411	7.22
HOBBS MUNICIPAL SCHOOLS				
	HEIZER JR HIGH	17	443	3.70
	HIGHLAND JR HIGH	12	607	1.94
	HOUSTON JR HIGH	6	637	0.93
	HOBBS HIGH	127	1290	8.96
	HOBBS ALTERN HIGH	15	20	42.86
DISTRICT TOTAL		177	2997	5.58
HONDO VALLEY PUBLIC SCHOOLS				
	HONDO HIGH	4	66	5.71
DISTRICT TOTAL		4	66	5.71
HOUSE MUNICIPAL SCHOOLS				
	HOUSE HIGH	1	35	2.78
DISTRICT TOTAL		1	35	2.78
JAL PUBLIC SCHOOLS				
	JAL JR HIGH	0	87	0
	JAL HIGH	3	136	2.16
DISTRICT TOTAL		3	223	1.33
JEMEZ MOUNTAIN PUBLIC SCHS				
	GALLINA ELEM	0	17	0
	LYBROOK ELEM	0	22	0
	CORONADO HIGH	7	136	4.90
DISTRICT TOTAL		7	175	3.85

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
JEMEZ VALLEY PUBLIC SCHS				
	JEMEZ VALLEY MID	0	110	0
	JEMEZ VALLEY HIGH	2	174	1.14
DISTRICT TOTAL		2	284	0.70
LAKE ARTHUR MUN. SCHOOLS				
	LAKE ARTHUR MID	0	25	0
	LAKE ARTHUR HIGH	5	55	8.33
DISTRICT TOTAL		5	80	5.88
LAS CRUCES PUBLIC SCHOOLS				
	LYNN MIDDLE	3	603	0.50
	PICACHO MIDDLE	18	600	2.91
	VISTA MIDDLE	14	759	1.81
	WHITE SANDS MIDDLE	0	75	0
	ZIA MIDDLE	3	645	0.46
	LAS CRUCES HIGH	157	1702	8.45
	MAYFIELD HIGH	183	1884	8.85
	ONATE HIGH	127	994	11.33
	SAN ANDRES HIGH	60	105	36.36
DISTRICT TOTAL		565	7367	7.12
LAS VEGAS CITY PUBLIC SCHS				
	MEMORIAL MIDDLE	4	359	1.10
	ROBERTSON HIGH	7	599	1.16
DISTRICT TOTAL		11	958	1.14
LOGAN MUNICIPAL SCHOOLS				
	LOGAN HIGH	3	149	1.97
DISTRICT TOTAL		3	149	1.97
LORDSBURG MUN. SCHOOLS				
	DUGAN-TARANGO MID	0	116	0
	LORDSBURG HIGH	29	192	13.12
DISTRICT TOTAL		29	308	8.61
LOS ALAMOS PUBLIC SCHOOLS				
	LOS ALAMOS MIDDLE	0	517	0
	LOS ALAMOS HIGH	21	1094	1.88
DISTRICT TOTAL		21	1611	1.29
LOS LUNAS PUBLIC SCHOOLS				
	LOS LUNAS MIDDLE	3	779	0.38
	LOS LUNAS HIGH	84	1104	7.07

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
	DISTRICT TOTAL	87	1883	4.42
LOVING MUNICIPAL SCHOOLS				
	LOVING MID	0	58	0
	LOVING HIGH	7	118	5.60
	DISTRICT TOTAL	7	176	3.83
LOVINGTON PUBLIC SCHOOLS				
	TAYLOR MID SCHOOL	0	263	0
	LOVINGTON JR HIGH	80	496	13.89
	LOVINGTON HIGH	44	479	8.41
	DISTRICT TOTAL	124	1238	9.10
MAGDALENA MUNICIPAL SCHOOLS				
	MAGDALENA MIDDLE	4	60	6.25
	MAGDALENA HIGH	22	94	18.97
	DISTRICT TOTAL	26	154	14.44
MAXWELL MUNICIPAL SCHOOLS				
	MAXWELL HIGH	2	59	3.28
	DISTRICT TOTAL	2	59	3.28
MELROSE PUBLIC SCHOOLS				
	MELROSE HIGH	3	115	2.54
	DISTRICT TOTAL	3	115	2.54
MESA VISTA CON. SCHOOLS				
	EL RITO ELEM	0	4	0
	TRES PIEDRAS ELEM	0	8	0
	MESA VISTA MID	0	80	0
	MESA VISTA HIGH	0	116	0
	DISTRICT TOTAL	0	208	0.00
MORA INDEPENDENT SCHOOLS				
	MORA ELEM	0	84	0
	MORA HIGH	15	179	7.73
	DISTRICT TOTAL	15	263	5.40
MORIARTY MUNICIPAL SCHOOLS				
	MORIARTY MIDDLE	4	389	1.02
	MORIARTY HIGH	22	667	3.19
	DISTRICT TOTAL	26	1056	2.40
MOSQUERO MUNICIPAL SCHOOLS				

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
	MOSQUERO HIGH	0	38	0
DISTRICT TOTAL		0	38	0.00
MOUNTAINAIR PUBLIC SCHOOLS				
	MOUNTAINAIR HIGH	3	180	1.64
DISTRICT TOTAL		3	180	1.64
PECOS IND. SCHOOLS				
	PECOS MID HIGH	0	114	0
	PECOS HIGH	11	171	6.04
DISTRICT TOTAL		11	285	3.72
PENASCO IND. SCHOOLS				
	PENASCO JR HIGH	1	129	0.77
	PENASCO HIGH	6	251	2.33
DISTRICT TOTAL		7	380	1.81
POJOAQUE VALLEY PUBLIC SCHS				
	POJOAQUE MIDDLE	2	361	0.55
	POJOAQUE HIGH	30	518	5.47
DISTRICT TOTAL		32	879	3.51
PORTALES MUNICIPAL SCHOOLS				
	PORTALES JR HIGH	13	378	3.32
	PORTALES HIGH	52	687	7.04
DISTRICT TOTAL		65	1065	5.75
QUEMADO IND. SCHOOLS				
	DATIL ELEM	0	2	0
	QUEMADO HIGH	3	88	3.30
DISTRICT TOTAL		3	90	3.23
QUESTA INDEPENDENT SCHOOLS				
	QUESTA MIDDLE	2	98	2.00
	QUESTA HIGH	22	181	10.84
DISTRICT TOTAL		24	279	7.92
RATON PUBLIC SCHOOLS				
	RATON JR HIGH	2	279	0.71
	RATON HIGH	21	428	4.68
DISTRICT TOTAL		23	707	3.15
RESERVE IND. SCHOOLS				
	RESERVE HIGH	2	137	1.44

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
	DISTRICT TOTAL	2	137	1.44
ROSWELL IND. SCHOOLS				
	BERRENDO MIDDLE	0	405	0
	MESA MIDDLE	12	437	2.67
	MOUNTAIN VIEW MIDDL	0	347	0
	SIERRA MIDDLE	0	360	0
	GODDARD HIGH	63	1156	5.17
	ROSWELL HIGH	131	1115	10.51
	UNIVERSITY HIGH	47	226	17.22
	DISTRICT TOTAL	253	4046	5.89
ROY MUNICIPAL SCHOOLS				
	ROY HIGH	0	53	0
	DISTRICT TOTAL	0	53	0.00
RUIDOSO MUNICIPAL SCHOOLS				
	RUIDOSO MIDDLE	0	261	0
	RUIDOSO HIGH	33	448	6.86
	DISTRICT TOTAL	33	709	4.45
SAN JON MUNICIPAL SCHOOLS				
	SAN JON HIGH	0	84	0
	DISTRICT TOTAL	0	84	0.00
SANTA FE PUBLIC SCHOOLS				
	ALAMEDA JR HIGH	5	555	0.89
	CAPSHAW JR HIGH	18	564	3.09
	DE VARGAS JR HIGH	8	570	1.38
	CAPITOL HIGH	69	976	6.60
	SANTA FE HIGH	247	1659	12.96
	SANTA FE TECH	82	344	19.25
	DISTRICT TOTAL	429	4668	8.42
SANTA ROSA CON. SCHOOLS				
	ANTON CHICO ELEM	0	24	0
	SANTA ROSA MID	6	93	6.06
	SANTA ROSA HIGH	9	196	4.39
	DISTRICT TOTAL	15	313	4.57
SILVER CONSOLIDATED SCHOOLS				
	LA PLATA MIDDLE	5	583	0.85
	CLIFF HIGH	4	127	3.05
	SILVER HIGH	62	992	5.88
	DISTRICT TOTAL	71	1702	4.00

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
SOCORRO CON. SCHOOLS				
	R S SARRACINO MID	3	308	0.96
	SOCORRO HIGH	23	493	4.46
DISTRICT TOTAL		26	801	3.14
SPRINGER MUNICIPAL SCHOOLS				
	SPRINGER HIGH	6	156	3.70
DISTRICT TOTAL		6	156	3.70
TAOS MUNICIPAL SCHOOLS				
	TAOS JR HIGH	5	662	0.75
	TAOS HIGH	54	631	7.88
DISTRICT TOTAL		59	1293	4.36
TATUM MUNICIPAL SCHOOLS				
	TATUM JR HIGH	2	65	2.99
	TATUM HIGH	6	124	4.62
DISTRICT TOTAL		8	189	4.06
TEXICO MUNICIPAL SCHOOLS				
	TEXICO MIDDLE SCH	2	72	2.70
	TEXICO HIGH	8	142	5.33
DISTRICT TOTAL		10	214	4.46
TRUTH OR CONSEQUENCES MUN.				
	T OR C MIDDLE	13	192	6.34
	HOT SPRINGS HIGH	37	323	10.28
DISTRICT TOTAL		50	515	8.85
TUCUMCARI PUBLIC SCHOOLS				
	TUCUMCARI JR HIGH	0	241	0
	TUCUMCARI HIGH	32	453	6.60
DISTRICT TOTAL		32	694	4.41
TULAROSA PUBLIC SCHOOLS				
	TULAROSA JR HIGH	5	175	2.78
	TULAROSA HIGH	33	313	9.54
DISTRICT TOTAL		38	488	7.22
VAUGHN MUNICIPAL SCHOOLS				
	VAUGHN HIGH	0	71	0
DISTRICT TOTAL		0	71	0.00

APPENDIX 1

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-90
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
WAGON MOUND PUBLIC SCHS				
	WAGON MOUND HIGH	1	70	1.41
DISTRICT TOTAL		1	70	1.41
WEST LAS VEGAS PUBLIC SCHS				
	TREMENTINA ELEM	0	1	0
	VALLEY JR HIGH	0	58	0
	W LAS VEGAS MIDDLE	0	244	0
	W LAS VEGAS HIGH	94	497	15.91
DISTRICT TOTAL		94	800	10.51
ZUNI PUBLIC SCHOOLS				
	ZUNI MID SCHOOL	1	209	0.48
	TWIN BUTTES HIGH	30	58	34.09
	ZUNI HIGH	25	429	5.51
DISTRICT TOTAL		56	696	7.45
STATE TOTALS		9539	115411	7.63

APPENDIX I

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-1990
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY COUNTY - GRADES 9 THROUGH 12

COUNTY	DROPOUTS	MEMBERS	RATE
BERNALILLO	2,866	20,808	12.1
CATRON	2	141	1.4
CHAVEZ	255	2,839	8.2
CIBOLA	154	1,183	11.5
COLFAX	32	663	4.6
CURRY	200	2,813	6.6
DE BACA	9	100	8.3
DONA ANA	793	7,101	10.0
EDDY	199	2,573	7.2
GRANT	119	1,573	7.0
GUADALUPE	9	242	3.6
HARDING	0	58	0.0
HIDALGO	30	363	7.6
LEA	272	2,992	8.3
LINCOLN	47	744	5.9
LOS ALAMOS	21	1,094	1.9
LUNA	101	997	9.2
MCKINLEY	526	3,551	12.9
MORA	16	228	6.6
OTERO	388	2,299	14.4
QUAY	36	629	5.4
RIO ARRIBA	156	1,652	8.6
ROOSEVELT	55	813	6.3
SAN JUAN	518	5,230	9.0
SAN MIGUEL	112	1,267	8.1
SANDOVAL	120	1,094	9.9
SANTA FE	428	3,497	10.9
SIERRA	37	323	10.3
SOCORRO	45	587	7.1
TAOS	84	1,389	5.7
TORRANCE	31	956	3.1
UNION	14	230	5.7
VALENCIA	239	2,067	10.4
STATE	7,914	72,096	9.9

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-1990
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY COUNTY - GRADES 7 THROUGH 8

COUNTY	DROPOUTS	MEMBERS	RATE
BERNALILLO	906	12,659	6.7
CATRON	3	86	3.4
CHAVEZ	13	1,771	0.7
CIBOLA	11	696	1.6
COLFAX	2	392	0.5
CURRY	17	1,323	1.3
DE BACA	0	51	0.0
DONA ANA	107	4,499	2.3
EDDY	31	1,597	1.9
GRANT	8	888	0.9
GUADALUPE	6	142	4.1
HARDING	0	33	0.0
HIDALGO	0	203	0.0
LEA	61	1,989	3.0
LINCOLN	1	411	0.2
LOS ALAMOS	0	517	0.0
LUNA	25	706	3.4
MCKINLEY	175	2,042	7.9
MORA	0	105	0.0
OTERO	45	1,332	3.3
QUAY	0	333	0.0
RIO ARRIBA	15	948	1.6
ROOSEVELT	13	458	2.8
SAN JUAN	94	3,224	2.8
SAN MIGUEL	4	776	0.5
SANDOVAL	8	657	1.2
SANTA FE	33	2,050	1.6
SIERRA	13	192	6.3
SOCORRO	7	368	1.9
TAOS	6	771	0.8
TORRANCE	6	554	1.1
UNION	0	122	0.0
VALENCIA	15	1,420	1.0
STATE	1,625	43,315	3.6

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1989-1990
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY COUNTY - GRADES 7 THROUGH 12

COUNTY	DROPOUTS	MEMBERS	RATE
BERNALILLO	3,772	33,467	10.1
CATRON	5	227	2.2
CHAVEZ	268	4,610	5.5
CIBOLA	165	1,879	8.1
COLFAX	34	1,055	3.1
CURRY	217	4,136	5.0
DE BACA	9	151	5.6
DONA ANA	900	11,600	7.2
EDDY	230	4,170	5.2
GRANT	127	2,461	4.9
GUADALUPE	15	384	3.8
HARDING	0	91	0.0
HIDALGO	30	566	5.0
LEA	333	4,981	6.3
LINCOLN	48	1,155	4.0
LOS ALAMOS	21	1,611	1.3
LUNA	126	1,703	6.9
MCKINLEY	701	5,593	11.1
MORA	16	333	4.6
OTERO	433	3,631	10.7
QUAY	36	962	3.6
RIO ARRIBA	171	2,600	6.2
ROOSEVELT	68	1,271	5.1
SAN JUAN	612	8,454	6.8
SAN MIGUEL	116	2,043	5.4
SANDOVAL	128	1,751	6.8
SANTA FE	461	5,547	7.7
SIERRA	50	515	8.8
SOCORRO	52	955	5.2
TAOS	90	2,160	4.0
TORRANCE	37	1,510	2.4
UNION	14	352	3.8
VALENCIA	254	3,487	6.8
STATE	9,539	115,411	7.6

PERCENT MEMBERSHIP* AND DROPOUTS BY ETHNICITY
DROPOUTS EXPRESSED AS A NUMBER OF DROPOUTS WITHIN
ETHNIC CATEGORY - SCHOOL YEAR 1989-90
GRADES 9 THROUGH 12

DISTRICT	ANGLO MEMBERS	ANGLO RATE	HISP MEMBERS	HISP RATE	NA AM MEMBERS	NA AM RATE	BLACK MEMBERS	BLACK RATE	ASIAN MEMBERS	ASIAN RATE
ALAMOGORDO	62.9	14.4	25.4	20.8	0.4	11.1	8.4	16.6	2.8	1.6
ALBUQUERQUE	48.6	10.4	42.5	14.0	3.9	15.2	3.1	11.4	2.0	9.8
ANIMAS	68.6	0.8	31.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA	57.4	4.9	41.3	12.3	0.0	0.0	0.8	0.0	0.5	0.0
AZTEC	67.0	6.8	14.5	14.4	18.3	2.9	0.0	0.0	0.1	0.0
BELEN	15.0	11.8	63.5	15.1	0.1	100.0	1.3	0.0	0.2	50.0
BERNALILLO	10.8	17.9	43.8	12.0	45.3	11.9	0.1	100.0	0.0	0.0
BLOOMFIELD	42.1	6.8	19.1	7.5	38.8	15.1	0.0	0.0	0.0	0.0
CAPITAN	79.2	6.1	20.8	3.3	0.0	0.0	0.0	0.0	0.0	0.0
CARLSBAD	59.3	5.4	37.8	9.1	0.0	0.0	2.3	12.2	0.6	0.0
CARRIZOZO	36.2	8.8	63.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CENTRAL	12.1	2.7	1.4	20.0	86.2	7.2	0.3	20.0	0.0	0.0
CHAMA	9.8	0.0	89.6	1.4	0.6	0.0	0.0	0.0	0.0	0.0
CIMARRON	48.3	4.8	44.8	2.6	5.7	0.0	1.1	0.0	0.0	0.0
CLAYTON	47.6	2.0	52.4	10.9	0.0	0.0	0.0	0.0	0.0	0.0
CLOUDCROFT	91.4	1.9	8.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CLOVIS	53.3	5.8	32.5	8.7	0.7	5.3	10.6	9.3	2.8	0.0
COBRE	14.6	14.8	85.0	8.7	0.2	0.0	0.0	0.0	0.2	0.0
CORONA	71.0	0.0	29.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CUBA	8.5	4.5	26.7	2.9	64.7	9.6	0.0	0.0	0.0	0.0
DEMING	36.2	5.5	62.2	11.6	0.0	0.0	1.3	0.0	0.3	0.0
DES MOINES	61.8	0.0	38.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEXTER	28.0	0.0	72.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0
DORA	73.2	0.0	26.8	18.2	0.0	0.0	0.0	0.0	0.0	0.0
DULCE	1.9	0.0	8.2	0.0	89.9	9.8	0.0	0.0	0.0	0.0
ELIDA	79.4	0.0	20.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ESPANOLA	14.0	5.8	78.4	10.5	7.4	10.9	0.2	0.0	0.0	0.0
ESTANCIA	54.6	6.0	45.4	1.2	0.0	0.0	0.0	0.0	0.0	0.0
EUNICE	62.8	4.9	36.3	13.4	0.0	0.0	0.9	0.0	0.0	0.0
FARMINGTON	61.7	8.0	17.0	11.4	19.4	19.4	1.4	23.3	0.6	0.0
FLOYD	81.5	2.3	16.7	0.0	0.0	0.0	1.9	0.0	0.0	0.0
FT SUMNER	63.3	5.8	35.8	12.8	0.9	0.0	0.0	0.0	0.0	0.0
GADSDEN	9.2	9.3	90.5	10.2	0.0	0.0	0.3	0.0	0.0	0.0
GALLUP	13.4	7.6	12.4	10.9	72.9	15.1	0.3	8.3	1.0	0.0
GRADY	97.8	0.0	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GRANTS	25.1	11.6	38.1	12.4	35.6	10.9	1.0	0.0	0.1	0.0
HAGERMAN	44.9	5.0	55.1	8.2	0.0	0.0	0.0	0.0	0.0	0.0
HATCH	18.4	2.2	80.7	9.1	0.4	0.0	0.4	0.0	0.0	0.0
HOBBS	59.5	4.9	31.2	14.1	0.1	0.0	8.7	9.4	0.5	0.0
HONDO	2.4	0.0	97.6	7.5	0.0	0.0	0.0	0.0	0.0	0.0
HOUSE	79.3	4.3	20.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JAL	48.9	0.0	51.1	4.2	0.0	0.0	0.0	0.0	0.0	0.0
JEMEZ MOUNTAIN	20.7	12.0	73.6	3.4	5.8	0.0	0.0	0.0	0.0	0.0
JEMEZ VALLEY	19.9	0.0	26.1	0.0	54.0	2.1	0.0	0.0	0.0	0.0
LAKE ARTHUR	38.3	1.3	60.0	11.1	0.0	0.0	1.7	0.0	0.0	0.0
LAS CRUCES	40.9	6.7	56.2	12.6	0.5	10.7	1.7	13.2	0.6	3.3
LAS VEGAS CITY	19.5	1.7	78.4	0.8	1.2	14.3	0.8	0.0	0.2	0.0
LAS VEGAS WEST	3.0	11.1	96.4	16.1	0.2	0.0	0.3	0.0	0.0	0.0
LOGAN	82.3	1.3	17.7	11.8	0.0	0.0	0.0	0.0	0.0	0.0
LORDSBURG	21.3	12.8	76.5	13.6	0.0	0.0	0.0	0.0	2.3	0.0
LOS ALAMOS	87.6	1.9	9.4	1.9	0.4	0.0	0.3	0.0	2.3	0.0
LOS LUNAS	44.9	5.2	45.4	9.5	8.9	3.8	0.3	33.3	0.5	0.0

* Percent of total student body.

PERCENT MEMBERSHIP AND DROPOUTS BY ETHNICITY
DROPOUTS EXPRESSED AS A NUMBER OF DROPOUTS WITHIN
ETHNIC CATEGORY - SCHOOL YEAR 1989-90
GRADES 9 THROUGH 12

DISTRICT	ANGLO MEMBERS	ANGLO RATE	HISP MEMBERS	HISP RATE	NA AM MEMBERS	NA AM RATE	BLACK MEMBERS	BLACK RATE	ASIAN MEMBERS	ASIAN RATE
LOVING	16.8	9.5	30.0	5.0	2.4	0.0	0.8	0.0	0.0	0.0
LOVINGTON	47.3	6.9	49.3	15.0	0.6	0.0	2.6	0.0	0.1	0.0
MAGDALENA	20.7	25.0	43.1	10.0	36.2	26.2	0.0	0.0	0.0	0.0
MAXWELL	42.5	11.8	57.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MELROSE	91.5	4.0	8.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MESA VISTA	10.3	0.0	89.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MORA	2.1	0.0	97.9	7.9	0.0	0.0	0.0	0.0	0.0	0.0
MORIARTY	76.8	2.8	21.8	4.7	0.6	0.0	0.1	0.0	0.7	0.0
MOSQUERO	33.3	0.0	59.3	0.0	7.4	0.0	0.0	0.0	0.0	0.0
MOUNTAINAIR	40.0	2.3	57.4	1.5	1.7	0.0	0.9	0.0	0.0	0.0
PECOS	4.9	11.1	95.1	5.8	0.0	0.0	0.0	0.0	0.0	0.0
PENASCO	6.2	0.0	92.6	2.5	0.8	0.0	0.4	0.0	0.0	0.0
POJOAQUE	24.5	6.7	64.2	4.3	10.8	10.2	0.5	0.0	0.0	0.0
PORTALES	56.7	5.3	41.7	9.7	0.1	0.0	0.5	0.0	0.9	0.0
QUEMADO	71.2	0.0	22.0	0.0	6.8	25.0	0.0	0.0	0.0	0.0
QUESTA	10.8	36.4	89.2	7.7	0.0	0.0	0.0	0.0	0.0	0.0
RATON	42.3	7.6	56.8	5.9	0.7	0.0	0.2	100.0	0.0	0.0
RESERVE	77.4	1.5	22.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ROSWELL	54.5	6.7	42.9	11.9	0.3	0.0	1.8	2.0	0.5	0.0
ROY	54.8	0.0	45.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
RUIDOSO	56.3	5.5	23.9	7.0	18.9	11.0	0.8	0.0	0.0	0.0
SAN JON	78.2	0.0	20.0	0.0	1.8	0.0	0.0	0.0	0.0	0.0
SANTA FE	35.5	10.0	61.9	13.0	1.7	8.5	0.5	5.6	0.4	0.0
SANTA ROSA	7.8	6.3	89.8	4.3	0.0	0.0	0.5	0.0	2.0	0.0
SILVER CITY	49.5	3.4	50.0	8.3	0.3	0.0	0.3	0.0	0.0	0.0
SOCORRO	39.0	1.5	58.7	5.9	0.6	0.0	1.2	33.3	0.6	0.0
SPRINGER	42.9	3.9	56.3	6.0	0.0	0.0	0.8	0.0	0.0	0.0
TAOS	23.7	4.2	67.2	6.3	8.4	12.0	0.3	0.0	0.3	0.0
TATUM	57.7	1.3	41.5	9.3	0.0	0.0	0.8	0.0	0.0	0.0
TEXICO	67.3	4.0	30.0	6.7	0.0	0.0	2.7	25.0	0.0	0.0
TRUTH OR CONSQ	64.2	9.5	33.1	12.6	0.6	0.0	1.7	0.0	0.6	0.0
TUCUMCARI	48.9	6.3	50.1	7.0	0.0	0.0	0.8	0.0	0.2	0.0
TULAROSA	37.2	8.5	34.1	5.9	28.3	15.3	0.3	0.0	0.0	0.0
VAUGHN	2.2	0.0	95.7	0.0	0.0	0.0	2.2	0.0	0.0	0.0
WAGON MOUND	22.0	0.0	78.0	2.6	0.0	0.0	0.0	0.0	0.0	0.0
ZUNI	0.7	0.0	0.2	0.0	98.9	9.8	0.2	0.0	0.0	0.0
STATE	42.4	7.9	43.7	11.3	10.7	12.2	2.2	10.8	1.0	6.1

BEST COPY AVAILABLE

* Percent of total student body.

PERCENT MEMBERSHIP* AND DROPOUTS BY ETHNICITY
DROPOUTS EXPERESSED AS A NUMBER OF DROPOUTS WITHIN
ETHNIC CATEGORY - SCHOOL YEAR 1989-90
GRADES 7 AND 8

DISTRICT	ANGLO MEMBERS	ANGLO RATE	HISP MEMBERS	HISP RATE	NA AM MEMBERS	NA AM RATE	BLACK MEMBERS	BLACK RATE	ASIAN MEMBERS	ASIAN RATE
ALAMOGORDO	62.5	2.7	27.0	4.9	0.4	0.0	7.5	7.1	2.6	0.0
ALBUQUERQUE	49.6	6.6	41.2	6.2	3.5	12.6	3.5	9.2	2.1	3.8
ANIMAS	74.7	0.0	25.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA	52.2	1.6	46.1	0.4	0.0	0.0	1.2	0.0	0.4	0.0
AZTEC	75.8	0.6	18.8	3.8	5.5	0.0	0.0	0.0	0.0	0.0
BELEN	39.1	1.6	58.2	2.1	0.3	0.0	2.1	0.0	0.3	0.0
BERNALILLO	14.2	0.0	40.8	2.0	44.4	1.4	0.6	0.0	0.0	0.0
BLOOMFIELD	49.3	1.6	23.6	5.0	26.9	3.6	0.2	0.0	0.0	0.0
CAPITAN	80.6	0.0	19.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CARLSBAD	51.9	2.0	44.3	2.7	0.1	0.0	3.8	6.7	1.0	0.0
CARRIZOZO	42.1	0.0	57.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CENTRAL	12.5	1.5	1.5	17.6	85.8	4.8	0.2	0.0	0.0	0.0
CHAMA	18.4	6.3	80.5	2.9	0.0	0.0	1.1	0.0	0.0	0.0
CIMARRON	61.2	0.0	32.7	0.0	2.0	0.0	4.1	0.0	0.0	0.0
CLAYTON	56.0	0.0	44.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CLOUDCROFT	92.3	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CLOVIS	57.6	1.3	30.8	1.6	0.3	0.0	8.5	0.0	2.7	0.0
COBRE	18.0	2.1	81.6	0.9	0.4	0.0	0.0	0.0	0.0	0.0
CORONA	83.3	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CUBA	10.7	0.0	61.3	0.0	28.0	4.8	0.0	0.0	0.0	0.0
DEMING	31.9	2.1	65.5	3.8	0.3	0.0	2.1	13.3	0.3	0.0
DES MOINES	72.7	0.0	27.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEXTER	28.1	0.0	71.9	1.0	0.0	0.0	0.0	0.0	0.0	0.0
DORA	68.8	0.0	31.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DULCE	1.0	0.0	11.3	0.0	87.6	2.4	0.0	0.0	0.0	0.0
ELIDA	80.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ESPANOLA	6.0	0.0	88.0	1.4	5.4	0.0	0.4	0.0	0.1	0.0
ESTANCIA	45.5	0.0	53.5	1.9	1.0	0.0	0.0	0.0	0.0	0.0
EUNICE	59.7	2.6	39.5	2.0	0.0	0.0	0.8	0.0	0.0	0.0
FARMINGTON	63.5	1.1	17.8	4.4	17.1	2.3	1.2	0.0	0.4	0.0
FLOYD	60.7	0.0	28.6	0.0	3.6	0.0	7.1	0.0	0.0	0.0
FT SUMNER	58.8	0.0	39.2	0.0	2.0	0.0	0.0	0.0	0.0	0.0
GADSDEN	7.7	1.5	92.0	3.5	0.0	0.0	0.1	0.0	0.2	0.0
GALLUP	11.0	3.2	15.3	7.2	72.6	9.8	0.4	0.0	0.6	0.0
GRADY	91.7	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GRANTS	26.0	1.1	34.4	0.4	37.9	3.0	1.1	0.0	0.6	0.0
HAGERMAN	40.7	0.0	59.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HATCH	12.1	0.0	87.9	7.4	0.0	0.0	0.0	0.0	0.0	0.0
HOBBS	55.0	1.2	36.5	1.8	0.0	0.0	8.0	1.0	0.5	0.0
HONDO	10.3	0.0	89.7	3.8	0.0	0.0	0.0	0.0	0.0	0.0
HOUSE	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JAL	40.2	0.0	58.6	0.0	1.1	0.0	0.0	0.0	0.0	0.0
JEMEZ MOUNTAIN	11.5	0.0	49.2	3.3	37.7	0.0	0.0	0.0	1.6	0.0
JEMEZ VALLEY	18.2	0.0	31.8	0.0	50.0	0.0	0.0	0.0	0.0	0.0
LAKE ARTHUR	44.0	0.0	52.0	0.0	0.0	0.0	4.0	0.0	0.0	0.0
LAS CRUCES	38.1	0.9	58.8	1.8	0.4	0.0	2.1	0.0	0.8	0.0
LAS VEGAS CITY	20.1	0.0	78.2	1.4	0.8	0.0	0.3	0.0	0.6	3.0
LAS VEGAS WEST	2.3	0.0	97.0	0.0	0.0	0.0	0.3	0.0	0.3	0.0
LOGAN	92.9	0.0	7.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LORDSBURG	24.1	0.0	74.1	0.0	0.0	0.0	0.0	0.0	1.7	0.0
LOS ALAMOS	84.1	0.0	10.3	0.0	0.2	0.0	1.4	0.0	4.1	0.0
LOS LUNAS	45.9	0.0	46.3	0.8	7.6	0.0	.8	0.0	0.0	0.0

* Percent of total student body.

PERCENT MEMBERSHIP* AND DROPOUTS BY ETHNICITY
DROPOUTS EXPERESSED AS A NUMBER OF DROPOUTS WITHIN
ETHNIC CATEGORY - SCHOOL YEAR 1989-90
GRADES 7 AND 8

DISTRICT	ANGLO MEMBERS	ANGLO RATE	HISP MEMBERS	HISP RATE	NA AM MEMBERS	NA AM RATE	BLACK MEMBERS	BLACK RATE	ASIAN MEMBERS	ASIAN RATE
LOVING	15.5	0.0	84.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LOVINGTON	48.1	6.6	49.2	7.6	0.2	0.0	2.5	0.0	0.0	0.0
MAGDALENA	9.4	16.7	32.8	4.8	46.9	6.7	10.9	0.0	0.0	0.0
MAXWELL	47.6	0.0	52.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MELROSE	86.1	0.0	13.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MESA VISTA	17.4	0.0	82.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MORA	2.4	0.0	97.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MORIARTY	70.7	1.4	28.2	0.0	0.5	0.0	0.3	0.0	0.3	0.0
MOSQUERO	63.6	0.0	36.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MOUNTAINAIR	39.7	3.7	60.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PECOS	14.9	0.0	85.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PENASCO	10.0	7.7	85.4	0.0	4.6	0.0	0.0	0.0	0.0	0.0
POJOAQUE	19.6	0.0	63.9	0.9	16.0	0.0	0.6	0.0	0.0	0.0
PORTALES	57.8	0.9	41.2	6.8	1.0	0.0	0.0	0.0	0.0	0.0
QUEMADO	70.6	8.3	29.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
QUESTA	9.0	0.0	91.0	2.2	0.0	0.0	0.0	0.0	0.0	0.0
RATON	43.8	0.0	53.7	1.3	1.4	0.0	0.4	0.0	0.7	0.0
RESERVE	65.5	2.8	34.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ROSWELL	52.3	0.5	45.0	1.1	0.1	0.0	2.3	0.0	0.3	0.0
ROY	50.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
RUIDOSO	52.1	0.0	21.8	0.0	25.7	0.0	0.0	0.0	0.4	0.0
SAN JON	65.5	0.0	20.7	0.0	10.3	0.0	3.4	0.0	0.0	0.0
SANTA FE	36.9	1.9	60.6	1.7	1.5	3.8	0.5	0.0	0.5	0.0
SANTA ROSA	8.1	20.0	91.1	3.6	0.0	0.0	0.0	0.0	0.8	0.0
SILVER CITY	51.0	0.0	48.3	1.6	0.3	0.0	0.3	0.0	0.0	0.0
SOCORRO	25.7	0.0	72.7	0.4	0.3	0.0	1.3	50.0	0.0	0.0
SPRINGER	41.9	0.0	58.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TAOS	20.2	0.0	71.9	0.3	7.5	2.9	0.4	50.0	0.0	0.0
TATUM	50.7	0.0	47.8	6.3	0.0	0.0	1.5	0.0	0.0	0.0
TEXICO	71.6	3.8	25.7	0.0	0.0	0.0	2.7	0.0	0.0	0.0
TRUTH OR CONSQ	64.9	6.8	33.7	5.8	0.5	0.0	0.0	0.0	1.0	0.0
TUCUMCARI	44.0	0.0	55.2	0.0	0.0	0.0	0.0	0.0	0.8	0.0
TULAROSA	38.9	2.9	28.3	0.0	32.7	5.2	0.0	0.0	0.6	0.0
VAUGHN	4.0	0.0	96.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
WAGON MOUND	19.0	0.0	81.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ZUNI	1.4	0.0	0.0	0.0	98.6	1.9	0.0	0.0	0.0	0.0
STATE	41.7	3.2	44.8	3.3	10.1	6.2	2.3	5.5	1.0	2.4

* Percent of total student body.

BEST COPY AVAILABLE

PERCENT MEMBERSHIP* AND DROPOUTS BY ETHNICITY
DROPOUTS EXPRESSED AS A NUMBER OF DROPOUTS WITHIN
ETHNIC CATEGORY - SCHOOL YEAR 1989-90
GRADES 7 THROUGH 12

DISTRICT	ANGLO MEMBERS	ANGLO RATE	HISP MEMBERS	HISP RATE	NA AM MEMBERS	NA AM RATE	BLACK MEMBERS	BLACK RATE	ASIAN MEMBERS	ASIAN RATE
ALAMOGORDO	62.8	10.5	26.0	15.3	0.4	7.1	8.1	13.6	2.7	1.1
ALBUQUERQUE	49.0	9.0	42.0	11.2	3.7	14.3	3.2	10.6	2.1	7.6
ANIMAS	70.2	0.5	29.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA	55.5	3.8	43.1	7.6	0.0	0.0	1.0	0.0	0.4	0.0
AZTEC	70.1	4.5	16.0	10.0	13.8	2.5	0.0	0.0	0.1	0.0
BELEN	36.5	7.7	61.5	10.6	0.2	33.3	1.6	0.0	0.2	25.0
BERNALILLO	12.1	9.9	42.7	8.4	44.9	8.0	0.3	25.0	0.0	0.0
BLOOMFIELD	44.5	4.0	20.6	6.6	34.9	12.2	0.1	0.0	0.0	0.0
CAPITAN	79.6	4.1	20.4	2.3	0.0	0.0	0.0	0.0	0.0	0.0
CARLSBAD	56.5	4.2	40.2	6.5	0.0	0.0	2.5	9.9	0.8	0.0
CARRIZOZO	37.9	6.0	62.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CENTRAL	12.2	2.2	1.4	19.0	86.1	6.3	0.2	14.3	0.0	0.0
CHAMA	12.7	3.1	86.5	1.8	0.4	0.0	0.4	0.0	0.0	0.0
CIMARRON	52.9	2.8	40.4	1.8	4.4	0.0	2.2	0.0	0.0	0.0
CLAYTON	50.1	1.3	49.7	7.8	0.0	0.0	0.0	0.0	0.0	0.0
CLOUDCROFT	91.7	1.2	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CLOVIS	54.7	4.3	32.0	6.6	0.6	4.3	10.0	6.9	2.8	0.0
COBRE	15.7	10.2	83.9	6.3	0.2	0.0	0.0	0.0	0.1	0.0
CORONA	74.4	0.0	25.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CUBA	9.0	3.3	34.5	1.7	56.5	9.0	0.0	0.0	0.0	0.0
DEMING	34.5	4.1	63.5	8.3	0.1	0.0	1.6	6.9	0.3	0.0
DES MOINES	66.1	0.0	33.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEXTER	28.0	0.0	72.0	1.6	0.0	0.0	0.0	0.0	0.0	0.0
DORA	71.2	0.0	28.8	9.5	0.0	0.0	0.0	0.0	0.0	0.0
DULCE	1.6	0.0	9.4	0.0	89.1	7.0	0.0	0.0	0.0	0.0
ELIDA	79.6	0.0	20.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ESPANOLA	11.2	4.7	81.7	7.1	6.7	7.9	0.3	0.0	0.0	0.0
ESTANCIA	51.4	4.1	48.2	1.5	0.4	0.0	0.0	0.0	0.0	0.0
EUNICE	61.7	4.1	37.5	9.0	0.0	0.0	0.8	0.0	0.0	0.0
FARMINGTON	62.4	5.4	17.3	8.6	18.5	13.4	1.3	15.6	0.5	0.0
FLOYD	74.4	1.6	20.7	0.0	1.2	0.0	3.7	0.0	0.0	0.0
FT SUMNER	61.9	4.0	36.9	8.5	1.3	0.0	0.0	0.0	0.0	0.0
GADSDEN	8.6	6.5	91.1	7.5	0.0	0.0	0.2	0.0	0.1	0.0
GALLUP	13.5	6.2	13.5	9.4	72.8	13.2	0.4	4.8	0.9	0.0
GRADY	95.7	0.0	4.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GRANTS	35.4	7.9	36.8	8.5	36.4	8.1	1.1	0.0	0.3	0.0
HAGERMAN	43.2	1.1	56.8	4.8	0.0	0.0	0.0	0.0	0.0	0.0
HATCH	15.6	1.4	84.0	8.3	0.2	0.0	0.2	0.0	0.0	0.0
HOBBS	52.8	1.5	33.2	9.0	0.0	0.0	8.4	6.4	0.5	0.0
HONDO	5.7	0.0	94.3	6.1	0.0	0.0	0.0	0.0	0.0	0.0
HOUSE	83.3	3.3	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JAL	45.6	0.0	54.0	2.5	0.4	0.0	0.0	0.0	0.0	0.0
JEMEZ MOUNTAIN	12.6	9.4	65.4	3.4	16.5	0.0	0.0	0.0	0.0	0.0
JEMEZ VALLEY	19.2	0.0	28.3	0.0	52.4	1.3	0.0	0.0	0.5	0.0
LAKE ARTHUR	40.0	3.9	57.6	8.2	0.0	0.0	2.4	0.0	0.0	0.0
LAS CRUCES	40.0	4.8	57.1	8.8	0.5	7.9	1.9	8.1	0.6	2.2
LAS VEGAS CITY	19.7	1.0	78.1	1.1	1.0	10.0	0.6	0.0	0.3	0.0
LAS VEGAS WEST	2.8	8.0	96.6	10.6	0.1	0.0	0.3	0.0	0.1	0.0
LOGAN	86.2	0.8	13.8	9.5	0.0	0.0	0.0	0.0	0.0	0.0
LORDSBURG	22.3	8.0	75.7	9.0	0.0	0.0	0.0	0.0	2.1	0.0
LOS ALAMOS	86.5	1.3	9.7	1.3	0.3	0.0	0.6	0.0	2.9	0.0
LOS LUNAS	44.5	7.2	45.7	6.0	8.2	2.5	1.3	4.0	0.3	0.0

* Percent of total student body.

PERCENT MEMBERSHIP* AND DROPOUTS BY ETHNICITY
DROPOUTS EXPERESSED AS A NUMBER OF DROPOUTS WITHIN
ETHNIC CATEGORY - SCHOOL YEAR 1989-90
GRADES 7 THROUGH 12

DISTRICT	ANGLO MEMBERS	ANGLO RATE	HISP MEMBERS	HISP RATE	NA AM MEMBERS	NA AM RATE	BLACK MEMBERS	BLACK RATE	ASIAN MEMBERS	ASIAN RATE
LOVING	16.4	6.7	81.4	3.4	1.6	0.0	0.5	0.0	0.0	0.0
LOVINGTON	47.7	6.8	49.3	11.9	0.4	0.0	2.6	0.0	0.1	0.0
MAGDALENA	16.7	23.3	39.4	8.5	40.0	18.1	3.9	0.0	0.0	0.0
MAXWELL	44.3	7.4	55.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MELROSE	89.8	2.8	10.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MESA VISTA	13.5	0.0	86.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MORA	2.2	0.0	97.8	5.5	0.0	0.0	0.0	0.0	0.0	0.0
MORIARTY	74.6	2.4	24.1	2.7	0.6	0.0	0.2	0.0	0.6	0.0
MOSQUERO	42.1	0.0	52.6	0.0	5.3	0.0	0.0	0.0	0.0	0.0
MOUNTAINAIR	39.9	2.7	58.5	0.9	1.1	0.0	0.5	0.0	0.0	0.0
PECOS	8.8	3.8	91.2	3.7	0.0	0.0	0.0	0.0	0.0	0.0
PENASCO	7.5	3.4	90.2	1.7	2.1	0.0	0.3	0.0	0.0	0.0
POJOAQUE	22.5	4.4	64.1	2.9	12.8	5.1	0.5	0.0	0.0	0.0
PORTALES	57.1	3.7	41.5	8.7	0.4	0.0	0.4	0.0	0.6	0.0
QUEMADO	71.0	3.0	24.7	0.0	4.3	25.0	0.0	0.0	0.0	0.0
QUESTA	10.2	25.8	89.8	5.9	0.0	0.0	0.0	0.0	0.0	0.0
RATON	42.9	1.6	55.6	4.2	1.0	0.0	0.3	50.0	0.3	0.0
RESERVE	72.7	2.0	27.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ROSWELL	53.7	4.5	43.7	7.9	0.2	0.0	2.0	1.2	0.4	0.0
ROY	52.8	0.0	47.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
RUIDOSO	54.9	3.7	23.2	4.7	21.3	6.3	0.5	0.0	0.1	0.0
SAN JON	73.8	0.0	20.2	0.0	4.8	0.0	1.2	0.0	0.0	0.0
SANTA FE	36.0	7.2	61.4	9.3	1.7	7.1	0.5	3.8	0.4	0.0
SANTA ROSA	7.9	11.5	90.2	4.1	0.0	0.0	0.3	0.0	1.5	0.0
SILVER CITY	50.0	2.1	49.4	5.9	0.3	0.0	0.3	0.0	0.0	0.0
SOCORRO	34.0	1.1	64.0	3.6	0.5	0.0	1.2	40.0	0.4	0.0
SPRINGER	42.6	2.9	56.8	4.3	0.0	0.0	0.6	0.0	0.0	0.0
TAOS	22.6	3.0	68.8	4.2	8.1	9.2	0.4	20.0	0.2	0.0
TATUM	55.3	0.9	43.7	8.1	0.0	0.0	1.0	0.0	0.0	0.0
TEXICO	68.8	3.9	28.6	4.7	0.0	0.0	2.7	16.7	0.0	0.0
TRUTH OR CONSQ	64.4	8.5	33.3	10.1	0.5	0.0	1.1	0.0	0.7	0.0
TUCUMCARI	47.2	4.4	51.8	4.5	0.0	0.0	0.6	0.0	0.4	0.0
TULAROSA	37.8	6.5	32.1	4.1	29.7	11.5	0.2	0.0	0.2	0.0
VAUGHN	2.8	0.0	95.8	0.0	0.0	0.0	1.4	0.0	0.0	0.0
WAGON MOUND	21.1	0.0	78.9	1.8	0.0	0.0	0.0	0.0	0.0	0.0
ZUNI	0.9	0.0	0.1	0.0	98.8	7.5	0.1	0.0	0.0	0.0
STATE	42.1	6.2	44.1	8.4	10.5	10.1	2.3	8.8	1.0	4.8

* Percent of total student body.

DROPOUT RATES BY GENDER WITHIN EACH ETHNIC CATEGORY
GRADES 9 THROUGH 12
SCHOOL YEAR 1989-90

DISTRICT	FEMALE WHITE	MALE WHITE	FEMALE HISP.	MALE HISP.	FEMALE NA AM	MALE NA AM	FEMALE BLACK	MALE BLACK	FEMALE ASIAN	MALE ASIAN
ALAMOGORDO	7.3	8.3	10.8	12.5	0.0	11.1	7.7	10.3	0.0	1.6
ALBUQUERQUE	5.3	5.7	7.5	7.5	8.3	8.2	5.4	6.7	4.6	5.7
ANIMAS	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA	3.1	1.9	5.8	7.2	0.0	0.0	0.0	0.0	0.0	0.0
AZTEC	2.7	4.4	7.8	7.8	1.4	1.4	0.0	0.0	0.0	0.0
BELEN	3.9	8.5	7.1	9.2	0.0	100.0	0.0	0.0	0.0	0.0
BERNALILLO	5.5	13.8	5.6	7.1	5.8	6.9	0.0	100.0	0.0	50.0
BLOOMFIELD	3.3	3.8	3.7	4.2	6.5	9.7	0.0	0.0	0.0	0.0
CAPITAN	1.8	4.5	0.0	3.3	0.0	0.0	0.0	0.0	0.0	0.0
CARLSBAD	2.2	3.4	4.2	5.4	0.0	0.0	0.0	0.0	0.0	0.0
CARRIZOZO	6.1	3.1	0.0	0.0	0.0	0.0	0.0	12.2	0.0	0.0
CENTRAL CONS.	1.4	1.4	16.7	4.8	3.8	3.6	0.0	0.0	0.0	0.0
CHAMA	0.0	0.0	0.7	0.7	0.0	0.0	0.0	20.0	0.0	0.0
CIBOLA COUNTY	6.3	6.0	6.9	6.3	5.4	6.2	0.0	0.0	0.0	0.0
CIMARRON	0.0	4.8	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CLAYTON	2.0	0.0	4.9	6.7	0.0	0.0	0.0	0.0	0.0	0.0
CLOUDCROFT	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CLOVIS	3.1	2.8	4.7	4.4	5.3	0.0	5.7	4.0	0.0	0.0
COBRE CONS.	8.0	8.0	2.9	6.1	0.0	0.0	0.0	0.0	0.0	0.0
CORONA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CUBA	4.5	0.0	1.5	1.5	6.8	3.2	0.0	0.0	0.0	0.0
DEMING	3.3	2.3	6.1	6.2	0.0	0.0	0.0	0.0	0.0	0.0
DES MOINES	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEXTER	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0
DORA	0.0	0.0	18.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DULCE	0.0	0.0	0.0	0.0	6.5	3.7	0.0	0.0	0.0	0.0
ELIDA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ESPANOLA	2.2	3.7	4.6	6.5	6.3	5.3	0.0	0.0	0.0	0.0
ESTANCIA	3.1	3.1	1.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
EUNICE	0.7	4.3	1.4	12.3	0.0	0.0	0.0	0.0	0.0	0.0
FARMINGTON	4.3	4.1	5.6	6.4	9.3	12.2	8.0	17.9	0.0	0.0
FLOYD	0.0	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
FT. SUMNER	5.8	0.0	8.1	5.6	0.0	0.0	0.0	0.0	0.0	0.0
GADSDEN	5.1	4.7	4.3	6.4	0.0	0.0	0.0	0.0	0.0	0.0
GALLUP	3.5	4.4	5.8	5.8	8.1	8.2	8.3	0.0	0.0	0.0
GRADY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HAGERMAN	2.6	2.6	6.3	2.2	0.0	0.0	0.0	0.0	0.0	0.0
HATCH	2.2	0.0	5.3	4.3	0.0	0.0	0.0	0.0	0.0	0.0
HOBBS	2.5	2.4	8.3	6.9	0.0	0.0	0.0	0.0	0.0	0.0
HONDO	0.0	0.0	0.0	7.5	0.0	0.0	2.5	7.2	0.0	0.0
HOUSE	0.0	4.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JAL	0.0	0.0	0.0	4.2	0.0	0.0	0.0	0.0	0.0	0.0
JEMEZ MOUNTAIN	4.3	8.3	1.1	2.3	0.0	0.0	0.0	0.0	0.0	0.0
JEMEZ VALLEY	0.0	0.0	0.0	0.0	2.1	0.0	0.0	0.0	0.0	0.0
LAKE ARTHUR	4.3	0.0	3.0	8.6	0.0	0.0	0.0	0.0	0.0	0.0
LAS CRUCES	3.6	3.3	6.2	7.2	0.0	10.7	7.1	7.1	0.0	3.3
LAS VEGAS CITY	0.9	0.9	0.4	0.4	14.3	0.0	0.0	0.0	0.0	0.0
LAS VEGAS WEST	5.9	5.9	7.4	10.2	0.0	0.0	0.0	0.0	0.0	0.0
LOGAN	0.0	1.3	6.3	6.3	0.0	0.0	0.0	0.0	0.0	0.0
LORDSBURG	8.9	4.7	8.2	6.4	0.0	0.0	0.0	0.0	0.0	0.0
LOS ALAMOS	0.6	1.3	0.0	1.9	0.0	0.0	0.0	0.0	0.0	0.0

DROPOUT RATES BY GENDER WITHIN EACH ETHNIC CATEGORY
GRADES 9 THROUGH 12
SCHOOL YEAR 1989-90

DISTRICT	FEMALE WHITE	MALE WHITE	FEMALE HISP.	MALE HISP.	FEMALE NA AM	MALE NA AM	FEMALE BLACK	MALE BLACK	FEMALE ASIAN	MALE ASIAN
LOS LUNAS	3.3	2.1	3.7	6.2	1.0	2.9	0.0	33.3	0.0	0.0
LOVING	0.0	9.5	3.1	2.1	0.0	0.0	0.0	0.0	0.0	0.0
LOVINGTON	4.1	3.0	6.4	9.7	0.0	0.0	0.0	0.0	0.0	0.0
MAGDALENA	18.2	10.0	2.2	8.2	11.4	18.4	0.0	0.0	0.0	0.0
MAXWELL	11.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MELROSE	1.4	2.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MESA VISTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MORA	0.0	0.0	2.8	5.4	0.0	0.0	0.0	0.0	0.0	0.0
MORIARTY	0.8	2.1	1.4	3.4	0.0	0.0	0.0	0.0	0.0	0.0
MOSQUERO	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MOUNTAINAIR	2.2	0.0	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PECOS	0.0	11.1	0.0	5.8	0.0	0.0	0.0	0.0	0.0	0.0
PENASCO	0.0	0.0	1.3	1.3	0.0	0.0	0.0	0.0	0.0	0.0
POJOAQUE	3.1	3.8	2.3	2.0	0.0	10.2	0.0	0.0	0.0	0.0
PORTALES	3.6	1.7	4.5	5.8	0.0	0.0	0.0	0.0	0.0	0.0
QUEMADO	0.0	0.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0
QUESTA	26.3	17.6	2.9	5.1	0.0	0.0	0.0	0.0	0.0	0.0
RATON	1.6	1.1	3.6	2.4	0.0	0.0	0.0	100.0	0.0	0.0
RESERVE	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ROSWELL	3.5	3.5	5.2	7.4	0.0	0.0	2.0	0.0	0.0	0.0
ROY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
RUIDOSO	3.0	2.7	3.6	3.6	2.4	9.0	0.0	0.0	0.0	0.0
SAN JON	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SANTA FE	3.9	6.6	5.5	8.4	1.8	6.9	0.0	5.6	0.0	0.0
SANTA ROSA	6.3	0.0	2.2	2.2	0.0	0.0	0.0	0.0	0.0	0.0
SILVER CITY	1.4	2.0	3.0	5.6	0.0	0.0	0.0	0.0	0.0	0.0
SOCORRO	0.0	1.5	2.1	4.0	0.0	0.0	0.0	33.3	0.0	0.0
SPRINGER	3.9	0.0	3.1	3.1	0.0	0.0	0.0	0.0	0.0	0.0
TAOS	2.9	1.4	1.9	4.6	5.7	7.0	0.0	0.0	0.0	0.0
TATUM	1.3	0.0	0.0	9.3	0.0	0.0	0.0	0.0	0.0	0.0
TEXICO	2.0	2.0	4.5	2.3	0.0	0.0	25.0	0.0	0.0	0.0
TRUTH OR CONSQ	3.2	6.7	7.1	6.3	0.0	0.0	0.0	0.0	0.0	0.0
TUCUMCARI	3.1	3.5	3.8	3.4	0.0	0.0	0.0	0.0	0.0	0.0
TULAROSA	2.5	6.3	0.0	5.9	10.8	5.7	0.0	0.0	0.0	0.0
VAUGHN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
WAGON MOUND	0.0	0.0	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ZUNI	0.0	0.0	0.0	0.0	3.6	6.6	0.0	0.0	0.0	0.0
STATE	3.9	4.3	5.5	6.5	6.2	6.8	4.9	6.5	2.7	3.6

BEST COPY AVAILABLE

DROPOUT RATES BY GENDER WITHIN EACH ETHNIC CATEGORY
GRADES 7 AND 8
SCHOOL YEAR 1989-90

DISTRICT	FEMALE WHITE	MALE WHITE	FEMALE HISP.	MALE HISP.	FEMALE NA AM	MALE NA AM	FEMALE BLACK	MALE BLACK	FEMALE ASIAN	MALE ASIAN
ALAMOGORDO	1.6	1.1	3.3	1.7	0.0	0.0	4.8	2.5	0.0	0.0
ALBUQUERQUE	3.2	3.6	3.2	3.1	6.1	7.4	5.0	4.6	2.8	1.1
ANIMAS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA	1.2	0.4	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AZTEC	0.3	0.3	0.0	3.8	0.0	0.0	0.0	0.0	0.0	0.0
BELEN	0.4	1.2	0.5	1.6	0.0	0.0	0.0	0.0	0.0	0.0
BERNALILLO	0.0	0.0	1.5	0.5	0.9	0.5	0.0	0.0	0.0	0.0
BLOOMFIELD	0.4	1.2	4.2	0.9	0.7	2.9	0.0	0.0	0.0	0.0
CAPITAN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CARLSBAD	0.7	1.3	0.6	2.1	0.0	0.0	0.0	6.7	0.0	0.0
CARRIZOZO	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CENTRAL CONS.	0.7	0.7	12.5	6.7	2.4	2.5	0.0	0.0	0.0	0.0
CHAMA	6.3	0.0	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0
CIBOLA COUNTY	0.5	0.5	0.4	0.0	1.5	1.5	0.0	0.0	0.0	0.0
CIMARRON	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CLAYTON	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CLOUDCROFT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CLOVIS	0.6	0.7	0.8	0.8	0.0	0.0	0.0	0.0	0.0	0.0
COBRE CONS.	2.1	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CORONA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CUBA	0.0	0.0	0.0	0.0	4.8	0.0	0.0	0.0	0.0	0.0
DEMING	1.3	0.9	1.7	2.1	0.0	0.0	0.0	13.3	0.0	0.0
DES MOINES	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEXTER	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
DORA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DULCE	0.0	0.0	0.0	0.0	1.2	1.2	0.0	0.0	0.0	0.0
ELIDA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ESPANOLA	0.0	0.0	1.3	0.2	0.0	0.0	0.0	0.0	0.0	0.0
ESTANCIA	0.0	0.0	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
EUNICE	1.3	1.3	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0
FARMINGTON	0.7	0.4	2.2	2.2	1.8	0.5	0.0	0.0	0.0	0.0
FLOYD	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
FT. SUMNER	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GADSDEN	0.0	1.5	1.8	1.7	0.0	0.0	0.0	0.0	0.0	0.0
GALLUP	0.9	2.3	1.4	5.9	5.2	5.1	0.0	0.0	0.0	0.0
GRADY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HAGERMAN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HATCH	0.0	0.0	3.0	4.7	0.0	0.0	0.0	0.0	0.0	0.0
HOBBS	0.2	1.1	0.7	1.1	0.0	0.0	1.0	0.0	0.0	0.0
HONDO	0.0	0.0	0.0	3.8	0.0	0.0	0.0	0.0	0.0	0.0
HOUSE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JEMEZ MOUNTAIN	0.0	0.0	0.0	3.3	0.0	0.0	0.0	0.0	0.0	0.0
JEMEZ VALLEY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LAKE ARTHUR	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LAS CRUCES	0.3	0.6	0.8	1.0	0.0	0.0	0.0	0.0	0.0	0.0
LAS VEGAS CITY	0.0	0.0	1.1	0.4	0.0	0.0	0.0	0.0	0.0	0.0
LAS VEGAS WEST	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LOGAN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LORDSBURG	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LOS ALAMOS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

DROPOUT RATES BY GENDER WITHIN EACH ETHNIC CATEGORY
GRADES 7 AND 8
SCHOOL YEAR 1989-90

DISTRICT	FEMALE WHITE	MALE WHITE	FEMALE HISP.	MALE HISP.	FEMALE NA AM	MALE NA AM	FEMALE BLACK	MALE BLACK	FEMALE ASIAN	MALE ASIAN
LOS LUNAS	0.0	0.0	0.6	0.3	0.0	0.0	0.0	0.0	0.0	0.0
LOVING	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LOVINGTON	2.7	4.2	3.8	4.1	0.0	0.0	0.0	0.0	0.0	0.0
MAGDALENA	16.7	0.0	0.0	4.8	3.4	3.4	0.0	0.0	0.0	0.0
MAXWELL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MELROSE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MESA VISTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MORA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MORIARTY	0.4	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MOSQUERO	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MOUNTAINAIR	0.0	3.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PECOS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PENASCO	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
POJOAQUE	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0
PORTALES	0.9	0.0	5.7	1.3	0.0	0.0	0.0	0.0	0.0	0.0
QUEMADO	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
QUESTA	0.0	0.0	0.0	2.2	0.0	0.0	0.0	0.0	0.0	0.0
RATON	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0
RESERVE	0.0	2.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ROSWELL	0.2	0.2	0.9	0.3	0.0	0.0	0.0	0.0	0.0	0.0
ROY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
RUIDOSO	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SAN JON	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SANTA FE	1.0	1.0	0.8	1.0	3.8	0.0	0.0	0.0	0.0	0.0
SANTA ROSA	0.0	20.0	1.8	1.8	0.0	0.0	0.0	0.0	0.0	0.0
SILVER CITY	0.0	0.0	1.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0
SOCORRO	0.0	0.0	0.4	0.0	0.0	0.0	50.0	0.0	0.0	0.0
SPRINGER	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TAOS	0.0	0.0	0.0	0.3	0.0	2.9	0.0	50.0	0.0	0.0
TATUM	0.0	0.0	3.2	3.2	0.0	0.0	0.0	0.0	0.0	0.0
TEXICO	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TRUTH OR CONSQ	3.9	3.1	3.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0
TUCUMCARI	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TULAROSA	1.4	1.4	0.0	0.0	3.5	1.8	0.0	0.0	0.0	0.0
VAUGHN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
WAGON MOUND	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ZUNI	0.0	0.0	0.0	0.0	0.9	0.9	0.0	0.0	0.0	0.0
STATE	1.5	1.8	1.7	1.7	3.2	3.2	2.9	2.8	1.7	0.7

DROPOUT RATES BY GENDER WITHIN EACH ETHNIC CATEGORY
GRADES 7 THROUGH 12
SCHOOL YEAR 1989-90

DISTRICT	FEMALE WHITE	MALE WHITE	FEMALE HISP.	MALE HISP.	FEMALE NA AM	MALE NA AM	FEMALE BLACK	MALE BLACK	FEMALE ASIAN	MALE ASIAN
ALAMOGORDO	5.3	5.8	8.0	8.5	0.0	7.1	6.7	7.8	0.0	1.1
ALBUQUERQUE	4.5	4.9	6.0	5.9	7.5	7.9	5.3	5.9	3.9	3.9
ANIMAS	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ARTESIA	2.5	1.4	3.6	4.3	0.0	0.0	0.0	0.0	0.0	0.0
AZTEC	1.7	2.8	4.5	6.0	1.2	1.2	0.0	0.0	0.0	0.0
BELEN	2.5	5.5	4.7	6.4	0.0	33.3	0.0	0.0	0.0	25.0
BERNALILLO	2.8	7.4	4.1	4.6	3.9	4.4	0.0	25.0	0.0	0.0
BLOOMFIELD	2.2	2.8	3.9	2.9	5.0	7.9	0.0	0.0	0.0	0.0
CAPITAN	1.2	2.9	0.0	2.3	0.0	0.0	0.0	0.0	0.0	0.0
CARLSBAD	1.7	2.6	2.7	4.0	0.0	0.0	0.0	9.9	0.0	0.0
CARRIZOZO	4.1	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CENTRAL CONS.	1.1	1.1	15.0	5.6	3.3	3.2	0.0	14.3	0.0	0.0
CHAMA	3.1	0.0	0.5	1.4	0.0	0.0	0.0	0.0	0.0	0.0
CIBOLA COUNTY	4.2	4.0	4.7	4.2	3.9	4.5	0.0	0.0	0.0	0.0
CIMARRON	0.0	2.8	1.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CLAYTON	1.3	0.0	3.4	4.7	0.0	0.0	0.0	0.0	0.0	0.0
CLOUDCROFT	0.6	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CLOVIS	2.3	2.1	3.5	3.3	4.3	0.0	4.2	2.9	0.0	0.0
COBRE CONS.	5.7	5.0	2.3	4.2	0.0	0.0	0.0	0.0	0.0	0.0
CORONA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CUBA	3.3	0.0	0.9	0.9	6.6	2.8	0.0	0.0	0.0	0.0
DEMING	2.6	1.8	4.2	4.5	0.0	0.0	0.0	6.9	0.0	0.0
DES MOINES	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DEXTER	0.0	0.0	0.0	1.6	0.0	0.0	0.0	0.0	0.0	0.0
DORA	0.0	0.0	9.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
DULCE	0.0	0.0	0.0	0.0	4.5	2.8	0.0	0.0	0.0	0.0
ELIDA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ESPANOLA	1.8	3.0	3.3	4.1	4.4	3.7	0.0	0.0	0.0	0.0
ESTANCIA	2.1	2.1	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
EUNICE	0.9	3.2	0.8	8.3	0.0	0.0	0.0	0.0	0.0	0.0
FARMINGTON	2.9	2.6	4.3	4.8	6.5	7.9	5.0	11.6	0.0	0.0
FLOYD	0.0	1.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
FT. SUMNER	4.0	0.0	5.3	3.6	0.0	0.0	0.0	0.0	0.0	0.0
GADSDEN	3.2	3.5	3.3	4.5	0.0	0.0	0.0	0.0	0.0	0.0
GALLUP	2.7	3.7	4.0	5.8	7.0	7.1	4.8	0.0	0.0	0.0
GRADY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HAGERMAN	1.6	1.6	3.6	1.2	0.0	0.0	0.0	0.0	0.0	0.0
HATCH	1.4	0.0	4.2	4.5	0.0	0.0	0.0	0.0	0.0	0.0
HOBBS	1.7	1.9	5.0	4.4	0.0	0.0	2.0	4.6	0.0	0.0
HONDO	0.0	0.0	0.0	6.1	0.0	0.0	0.0	0.0	0.0	0.0
HOUSE	0.0	3.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JAL	0.0	0.0	0.0	2.5	0.0	0.0	0.0	0.0	0.0	0.0
JEMEZ MOUNTAIN	3.3	6.5	0.9	2.5	0.0	0.0	0.0	0.0	0.0	0.0
JEMEZ VALLEY	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0
LAKE ARTHUR	2.9	0.0	2.2	6.3	0.0	0.0	0.0	0.0	0.0	0.0
LAS CRUCES	2.5	2.4	4.2	4.9	0.0	7.9	4.2	4.2	0.0	2.2
LAS VEGAS CITY	0.5	0.5	0.7	0.4	10.0	0.0	0.0	0.0	0.0	0.0
LAS VEGAS WEST	4.2	4.2	4.7	6.5	0.0	0.0	0.0	0.0	0.0	0.0
LOGAN	0.0	0.8	5.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0
LORDSBURG	5.5	2.8	5.3	4.1	0.0	0.0	0.0	0.0	0.0	0.0
LOS ALAMOS	0.4	0.9	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0

DROPOUT RATES BY GENDER WITHIN EACH ETHNIC CATEGORY
GRADES 7 THROUGH 12
SCHOOL YEAR 1989-90

DISTRICT	FEMALE WHITE	MALE WHITE	FEMALE HISP.	MALE HISP.	FEMALE NA AM	MALE NA AM	FEMALE BLACK	MALE BLACK	FEMALE ASIAN	MALE ASIAN
LOS LUNAS	2.0	1.3	2.4	3.8	0.6	1.9	0.0	4.0	0.0	0.0
LOVING	0.0	6.7	2.0	1.4	0.0	0.0	0.0	0.0	0.0	0.0
LOVINGTON	3.5	3.5	5.3	7.4	0.0	0.0	0.0	0.0	0.0	0.0
MAGDALENA	17.9	8.0	1 5	7.1	7.8	11.9	0.0	0.0	0.0	0.0
MAXWELL	7.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MELROSE	1.0	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MESA VISTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MORA	0.0	0.0	1.9	3.7	0.0	0.0	0.0	0.0	0.0	0.0
MORIARTY	0.6	1.7	0.8	1.9	0.0	0.0	0.0	0.0	0.0	0.0
MOSQUERO	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MOUNTAINAIR	1.4	1.4	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PECOS	0.0	3.8	0.0	3.7	0.0	0.0	0.0	0.0	0.0	0.0
PENASCO	0.0	3.4	0.9	0.9	0.0	0.0	0.0	0.0	0.0	0.0
POJOAQUE	2.0	2.5	1.4	1.6	0.0	5.1	0.0	0.0	0.0	0.0
PORTALES	2.7	1.1	4.9	4.3	0.0	0.0	0.0	0.0	0.0	0.0
QUEMADO	0.0	3.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0
QUESTA	17.9	11.5	1.9	4.1	0.0	0.0	0.0	0.0	0.0	0.0
RATON	1.0	0.6	2.3	2.0	0.0	0.0	0.0	50.0	0.0	0.0
RESERVE	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ROSWELL	2.3	2.3	3.5	4.7	0.0	0.0	1.2	0.0	0.0	0.0
ROY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
RUIDOSO	2.0	1.8	2.4	2.4	1.3	5.1	0.0	0.0	0.0	0.0
SAN JON	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SANTA FE	2.9	4.6	3.8	5.9	2.5	4.8	0.0	3.8	0.0	0.0
SANTA ROSA	4.2	8.0	2.1	2.1	0.0	0.0	0.0	0.0	0.0	0.0
SILVER CITY	0.9	1.3	2.3	3.9	0.0	0.0	0.0	0.0	0.0	0.0
SOCORRO	0.0	1.1	1.4	2.3	0.0	0.0	25.0	25.0	0.0	0.0
SPRINGER	2.9	0.0	2.2	2.2	0.0	0.0	0.0	0.0	0.0	0.0
TAOS	2.0	1.0	1.2	3.0	3.9	5.7	0.0	20.0	0.0	0.0
TATUM	0.9	0.0	1.3	7.1	0.0	0.0	0.0	0.0	0.0	0.0
TEXICO	2.6	1.3	3.2	1.6	0.0	0.0	16.7	0.0	0.0	0.0
TRUTH OR CONSQ	3.5	5.4	5.6	5.1	0.0	0.0	0.0	0.0	0.0	0.0
TUCUMCARI	2.1	2.4	2.4	2.2	0.0	0.0	0.0	0.0	0.0	0.0
TULAROSA	2.1	4.6	0.0	4.1	8.0	4.2	0.0	0.0	0.0	0.0
VAUGHN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
WAGON MOUND	0.0	0.0	1.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ZUNI	0.0	0.0	0.0	0.0	2.8	5.0	0.0	0.0	0.0	0.0
STATE	3.0	3.4	4.1	4.7	5.1	5.5	4.1	5.1	2.3	2.6

BEST COPY AVAILABLE

GENERAL INSTRUCTIONS FOR THE DROPOUT STUDY

THIS SURVEY IS DUE JUNE 16, 1990

This study is for the period of May 31, 1989, through the end of school 1990.

For the purpose of this study, the following definition will be used:

DROPOUT	Any student who leaves or is disenrolled from a school without attaining a diploma for any reason except transferring to another educational institution, attendance in a vocational training program, or death.
ANG = Anglo	Not of Hispanic origin. All persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
SP = Hispanic	All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or Origin, regardless of race.
NA = Native American	All persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.
BLK = Black	Not of Hispanic origin. All persons having origins in any of the black racial groups of Africa.
ASI = Asian or Pacific Islander	All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, India, the Phillippine Islands, and Samoa.

1. Enter the School Name, District Name, and Person Responding in the spaces provided at the top of the survey.

2. The reasons for dropping out should be self-explanatory except for the following.

   The category Did Not Reenroll means that your school did not receive a transcript request from another school.

   The category Indicated Transfer means that the student indicated that he or she was transferring to another school, but a transcript was never requested from another school.

The category Pregnancy (P)/Child Care (C) means that two reasons for dropping out are being covered in this section. Many schools requested this information be included in the survey. If students have indicated that they have dropped out of school because they must stay home with their children, please record that in the following way within the appropriate space: 5 (P)
3 (C)
Do not count the students twice.

The category Other is to be used if the students cannot be contacted for their own explanation. Please infer the reason as best you can or enter under "Other". If the reason is known but cannot be placed in any of the categories that are listed, please enter under "Other".

The category Non-Graduate Completer (GED Candidate) is to be used if the student indicated he or she was quitting school to take the GED and it can be verified through a sign off on a GED Underage Permission Form.

The following reasons should not be listed as dropout:

a. Transfer to a federal or state-sponsored training program such as Job Corps to HEP.

b. Graduation.

c. Death.

d. Transfer to another school which grants a high school degree. This would not include a commercial school.

3. Total dropouts: Enter the sum of the column of dropouts.

4. 180-Day Membership: Enter the school's 180-Day Membership (as reported to The Office of Education).

NEW MEXICO STATE DEPARTMENT OF EDUCATION
ASSESSMENT, EVALUATION, AND INFORMATION SERVICES

INSTRUCTIONS FOR COMPLETING THE DROPOUT SURVEY

Getting Started

Steps 1-4 may differ because of different computers.

1. Turn PC (IBM or compatible) on and load DOS 2.2 or greater.

2. Press **ENTER** to accept the date on your screen or type the current date (e.g., type 07-30-90; then press **ENTER**).

3. Press **ENTER** to accept the time on your screen or type the current time (e.g., type 09:15:00; then press **ENTER**).

4. Your screen will display the current disk drive (e.g., C:>).

5. Type **A:** (or another letter if you will be using a different drive). Press **ENTER**. This procedure will change the current disk drive, and the screen will now display your choice (e.g., A:>).

6. Put the Dropout diskette into the drive selected and type the word **DROPOUTS**.

7. The computer will run for a short time, and the statement **PLEASE ENTER YOUR DISTRICT CODE** will appear on the screen.

8. Type in the code for your district. Press **ENTER**. (The district codes are listed on **page 2**.)

9. Once you have entered your district code, the **MAIN MENU** screen will appear. If you do not know the school codes in your district, type and enter the number **2**, and a list of the schools and their codes will appear. If you want a printed copy of the list, press the **PRINT SCREEN** key.

10. If you type and enter the number **1**, the statement **ENTER THE SCHOOL CODE AND GRADE** will appear on the screen.

11. Once you have entered the school code and grade, the **DATA ENTRY** screen will appear. Now you are ready to enter the Number of Dropouts by Reason and the 180-Day Membership. By following the instructions at the bottom of the screen, you will be able to move around the screen very easily. (For example, if there are no dropouts to report for a particular grade, you can use the **F2** key to move the curser to the 180-Day Membership line so that you can enter the number of students.)

12. After you have entered the membership information, the question **IS THIS DATA CORRECT?** will appear on the screen. If the data is correct, type and enter the letter **Y**. The program will then take you back to the screen in step 10. This process will be repeated until you have entered all of the data for each grade within each school. When you are through, press the **ESC** (escape) key to return to the **MAIN MENU**.

13. Once you select **Q** (QUIT), you will end the session, and the program will return you to the drive which you selected in number 5 above. If you wish to return to the program to enter or change data, you will have to repeat steps 6 through 10.

14. Remove the diskette from your computer, put it in the mailer provided, and send it along with the original dropout survey forms that you completed at the end of the 1989-90 school year to:

    Assessment, Evaluation, and Information Services
    State Department of Education
    Santa Fe, NM 87501-2786

If you have any questions, please contact Anna Ulrich or Henry Borgrink at 827-6526.

Diskettes are due at the SDE by August 6, 1990.

DISTRICT CODES

ALAMOGORDO	46
ALBUQUERQUE	01
ANIMAS	30
ARTESIA	22
AZTEC	64
BELEN	87
BERNALILLO	61
BLOOMFIELD	66
CAPITAN	40
CARLSBAD	20
CARRIZOZO	37
CENTRAL	67
CHAMA VALLEY	53
CIMARRON	08
CLAYTON	84
CLOUDCROFT	48
CLOVIS	12
COBRE	24
CORONA	38
CUBA	62
DEMING	42
DES MOINES	85
DEXTER	06
DORA	60
DULCE	54
ELIDA	58
ESPANOLA	55
ESTANCIA	80
EUNICE	32
FARMINGTON	65
FLOYD	59
FT SUMNER	16
GADSDEN	19
GALLUP	43
GRADY	15
GRANTS-CIBOLA	88
HAGERMAN	05
HATCH	18
HOBBS	33
HONDO VALLEY	39
HOUSE	50
JAL	34
JEMEZ MOUNTAIN	56
JEMEZ VALLEY	63
LAKE ARTHUR	07
LAS CRUCES	17
LAS VEGAS CITY	69
LAS VEGAS, WEST	68
LOGAN	51
LORDSBURG	29
LOS ALAMOS	41
LOS LUNAS	86
LOVING	21
LOVINGTON	31
MAGDALENA	75
MAXWELL	11
MELROSE	14
MESA VISTA	78
MORA	44
MORIARTY	81
MOSQUERO	28
MOUNTAINAIR	82
PECOS	70
PENASCO	77
POJOAQUE	72
PORTALES	57
QUEMADO	03
QUESTA	79
RATON	09
RESERVE	02
ROSWELL	04
ROY	27
RUIDOSO	36
SAN JON	52
SANTA FE	71
SANTA ROSA	25
SILVER CITY	23
SOCORRO	74
SPRINGER	10
TAOS	76
TATUM	35
TEXICO	13
TRUTH OR CONSEQUENCES	73
TUCUMCARI	49
TULAROSA	47
VAUGHN	26
WAGON MOUND	45
ZUNI	89

SCHOOL COPY OF DROPOUT DATA

APPENDIX III

DISTRICT: SCHOOL: GRADE: 10

REASON	MALE ANG	MALE SP	MALE NA	MALE BLK	MALE ASI	FEMALE ANG	FEMALE SP	FEMALE NA	FEMALE BLK	FEMALE ASI	TOTAL	RATE
Lack of Interest	5	10	7	5	3	5	7	5	3	6	56	6.13
Poor Achievement	2	3	4	5	6	7	8	9	10	11	65	7.12
Inability to Adjust												
Expelled												
Suspended	5	2			1			6	1	5	20	2.19
Did Not Re-enroll	10	3			2		1	3	6		25	2.74
Incomplete Transfer	15	10	12	5	2		6	3	2		55	6.02
Employment	1		2	1			2	3			9	0.99
Illness												
Runaway										1	1	0.11
Parent Request												
Pregnancy						3	5	7			15	1.64
Child Care	1						2			1	4	0.44
Marriage												
Other												
GED Candidate	2	5			1	3	2				13	1.42
Total Dropouts	41	33	25	16	15	18	33	36	22	24	263	
180-DAY Membership	100	120	50	25	25	100	125	40	35	30	650	
Dropout Rate (%)	29	22	33	39	38	15	23	47	39	44	29	

NEW MEXICO DROPOUT RATES
Grades 9-12

DISTRICT	1987-88 Dropout Rates	1987-88 Ranking	1988-89 Dropout Rates	1988-89 Ranking	1989-90 Dropout Rates	1989-90 Ranking
Alamogordo	8.6	65	15.88	85	15.9	86
Albuquerque	8.1	60	11.19	74	12.1	81
Animas	2.4	21	3.30	29	0.6	10
Artesia	10.3	74	9.37	62	7.9	60
Aztec	9.6	72	8.79	56	7.2	55
Belen	4.6	36	4.80	36	13.9	85
Bernalillo	9.2	69	11.64	76	12.7	82
Bloomfield	8.6	65	10.04	69	10.2	74
Capitan	6.0	51	2.08	16	5.6	41
Carlsbad	5.4	45	9.89	65	7.0	52
Carrizozo	3.0	24	10.00	68	3.2	25
Central	11.3	78	8.92	59	6.8	49
Chama	2.3	20	2.35	20	1.2	12
Cimarron	6.7	54	4.94	38	3.4	27
Clayton	4.9	41	6.90	47	6.7	47
Cloudcroft	1.8	16	0.00	1	1.7	16
Clovis	6.1	53	6.83	46	6.9	50
Cobre	12.9	85	10.71	73	9.6	69
Corona	2.9	23	3.03	27	0.0	1
Cuba	5.7	48	8.20	53	7.4	57
Deming	11.1	77	10.59	72	9.2	67
Des Moines	0.0	1	0.00	1	0.0	1
Dexter	5.6	47	10.19	71	1.4	15
Dora	5.7	48	8.89	58	4.9	35
Dulce	7.4	56	2.94	24	8.8	65
Elida	0.0	1	0.00	1	0.0	1
Espanola	UNREPORTED		8.08	52	9.8	71
Estancia	0.7	9	4.58	33	3.8	30
Eunice	8.0	59	5.08	39	8.0	61
Farmington	9.5	71	10.14	70	11.0	78
Floyd	3.4	29	1.56	11	1.9	19
Fort Sumner	3.6	30	2.91	23	8.3	63
Gadsden	10.9	76	12.98	78	10.1	72
Gallup	12.3	81	14.57	82	13.4	84
Grady	0.0	1	0.00	1	0.0	1
Grants-Cibola	11.6	79	14.60	84	11.5	79
Hagerman	12.4	83	7.22	49	6.7	47
Hatch Valley	12.6	84	6.75	45	7.8	59
Hobbs	8.7	67	9.78	63	8.1	62
Hondo Valley	8.1	60	2.94	24	7.3	56
House	3.6	30	0.00	1	3.4	27
Jal	4.8	39	6.92	48	2.2	22
Jemez Mountain	1.0	11	5.31	40	5.0	36
Jemez Valley	2.0	18	4.76	35	1.1	11
Lake Arthur	5.7	48	9.84	64	8.3	63
Las Cruces	8.7	67	8.99	60	10.1	72
Las Vegas City	2.5	22	6.33	44	1.2	12
Las Vegas West	4.6	36	8.86	57	15.9	86
Logan	4.5	35	2.15	18	3.1	24
Lordsburg	10.3	74	14.59	83	13.1	83

New Mexico Dropout Rates

Grades 9-12

DISTRICT	1987-88 Dropout Rates	1987-88 Ranking	1988-89 Dropout Rates	1988-89 Ranking	1989-90 Dropout Rates	1989-90 Ranking
Los Alamos	1.1	12	1.67	14	1.9	19
Los Lunas	10.0	73	7.95	50	7.1	54
Loving	4.7	38	1.98	15	5.6	41
Lovington	8.2	62	11.49	75	10.6	76
Magdalena	5.3	43	8.41	54	19.0	88
Maxwell	14.3	86	9.09	61	5.0	36
Melrose	3.3	28	4.35	31	3.7	29
Mesa Vista	6.0	51	0.00	1	0.0	1
Mora	4.8	39	5.45	41	7.7	58
Moriarty	8.2	62	8.63	55	3.2	25
Mosquero	0.0	1	0.00	1	0.0	1
Mountainair	5.3	43	2.73	22	1.7	16
Pecos	1.5	13	2.11	17	6.0	44
Penasco	2.2	19	4.72	34	2.3	23
Pojoaque	5.0	42	4.88	37	5.5	40
Portales	9.3	70	8.03	51	7.0	52
Quemado	3.1	25	1.64	12	1.7	16
Questa	1.8	16	2.32	19	10.8	77
Raton	7.7	57	9.96	67	4.7	34
Reserve	3.6	30	5.62	42	1.2	12
Roswell	8.2	62	16.31	86	8.8	65
Roy	0.0	1	2.94	24	0.0	1
Ruidoso	21.5	88	13.70	79	6.9	50
San Jon	0.0	1	0.00	1	0.0	1
Santa Fe	12.3	81	13.95	80	11.8	80
Santa Rosa	3.2	26	4.57	32	4.4	31
Silver City	3.2	26	5.74	43	5.8	43
Socorro	6.8	55	9.95	66	4.5	32
Springer	0.8	10	1.65	13	5.0	36
Taos	4.4	34	3.25	28	6.2	45
Tatum	4.3	33	2.42	21	4.6	33
Texico	1.5	13	3.70	30	5.3	39
Truth or Conseq	11.8	80	12.57	77	10.3	75
Tucumcari	5.4	45	16.73	87	6.6	46
Tularosa	18.5	87	17.09	88	9.5	68
Vaughn	1.6	15	0.00	1	0.0	1
Wagon Mound	0.0	1	0.00	1	2.0	21
Zuni	7.8	58	14.36	81	9.7	70
STATEWIDE	8.3		10.4		9.9	